The
Journal of Education
Madras

Vol. IV.] JULY 1890. [No. 7.

GOVERNMENT SCHOLARSHIPS.

We wish to draw the special attention of Principals of Colleges and Managers of High Schools to the revised Government Scholarship Notification which we elsewhere republish from the *Fort St. George Gazette* of the 24th ultimo. Eight scholarships, of the value of Rs. 30 each, are now available instead of five, as formerly, for students who wish to prosecute their studies for the M.A. degree examination. One scholarship each is allotted to Branch I. (Mathematics), II.A. (Physics), II.B. (Chemistry), III. A. (Botany, &c.), III. B. (Zoology, &c.), IV. (Philosophy), V. (History), and VI. (English). Encouragement is also offered to Mathematical students for the B.A. degree examination to take up any of the Science subjects as their second optional Branch. The Notification says :—

"Eight scholarships, of the value of 20 Rupees each, tenable for 18 months from the 1st July in each year, may be given to students who, having passed in Optional Branch I. (Mathematics) in the first or second class, forthwith pursue their studies in Branch II. or in Branch III. of the B.A. examination in view of passing in the same before they proceed to the degree of Bachelor of Arts."

This provision is, we consider, very important and is likely to produce a set of men with a more thorough knowledge of Mathematics and Science than we find at present. We do not, however, see why the Director has ignored the other two allied subjects,

Philosophy and History. The Director has on several occasions spoken strongly of the importance of the study of History. In his last report he says: "The importance of the study of History in this country can hardly be over-estimated. Nothing is so well calculated to enable the Indian student to form for himself sound views on political and social questions as the impartial and thorough study of History." As for Philosophy, it is a well-known fact that the Hindu mind has a special aptitude for it. Every encouragement should therefore be offered for the cultivation of these important subjects.

On the results of the F.A. examination, 16 scholarships of Rs. 15 each, and, in case of women, of Rs. 20 each, are awarded to students pursuing their studies for the B.A. degree under certain conditions. Similarly on the results of the Matriculation examination, 32 scholarships of Rs. 15 (in the case of women Rs. 20) are awarded. Muhammadans and other backward classes have the first claim. The number of Muhammadans taking to higher education is very limited. Out of a total of 3,049 pupils in the College classes in 1889-90, only 54 were Muhammadans. This is a very unsatisfactory proportion, and we trust, therefore, that the special facilities offered them to go through a University course will be taken advantage of to the utmost.

We would draw the special attention of managers of girls' schools to the scholarships available for female candidates who have passed the Lower Secondary and Primary examinations. We have not the slightest doubt that these scholarships will prove an effective means of helping on the higher education of women.

PURE LITERATURE.

We have recently come across a Magazine entitled the "Encyclopœdia of Tales" which styles itself "A High Class Monthly Journal devoted to Literature, Natural History, Medical Science, Physical Science, Geology, Astronomy, Zoology, Botany, Geography, Indian and European Histories, Metaphysics, Biography, Voyages and Travels, Belles Lettres, Rhetoric, Philology, Romances, Legendary Lores (*sic*), Tales, &c." It is edited by one Khettra Mohan Sen. We are told that this publication has a very extensive circulation, though the Editor cannot write two consecutive

sentences of good English. In the third paragraph of his Preface he says:—

"To the middle class of men and poor the pamphlet would be a boon God-send for most of them are educated and have a great mind to peruse the principal works of the English language but are unable to gratify their wishes in consequence of their not being able to afford the high prices demanded by the book-sellers. Many of the books which it is proposed should be reproduced under the pages of this Magazine have now become scarce and are hardly obtainable, the authors having long since been dead and the works not having since been reprinted. To remedy this long-felt and bitterly complained of *desideratum* the undersigned has started this Magazine with the title of the ENCYCLOPÆDIA OF TALES which it is hoped will meet the demand of all classes of people, and suit their tastes."

He goes on to tell us that "the Magazine will present to the Indian Public in the first fifteen years (!), in the following order, a cheap series of the undermentioned books,—I. Mr. G. W. M. Reynolds' *Mysteries of the Court of London* in 8 volumes, to be completed in five years." Then follows a wonderful eulogium of Reynolds' disgustingly vulgar publications. From this eulogium we cull a few elegant extracts. "It is not necessary," says Mr. Sen, "to dwell upon the really most elegant language in which the work is written and the exquisite grace and beauty of the plots of the stories narrated in it, for they are well known to the English reading public." Yes, to that portion of it fond of Hollywell Street literature. No decent Englishman would have such books in his house. Again, "The highly chaste and polished language made use of in the book will, in the event of its being perused with a close attention, go a great way in giving the readers a command over the English language." This sentence seems incomplete. After 'language' he should have added 'such as that spoken by commercial travellers, coachmen, blackguards, and thieves of all kinds.' But we have no patience to follow Mr. Sen through his senseless praise of such prurient writings as those of Reynolds. The next books to be republished are Hoole's Ariosto's Orlando Furioso in 51 Cantos in 6 volumes; Hoole's Tasso's Jerusalem Delivered; Mr. George Rose's Bojardo's Orlando Innamorato; Rev. H. F. Cary's Divina Commedia by Dante Alighieri; Luigi Pulci's Morgante Maggiori translated by Dr. Panizzi; Rollin's Ancient History in 6 volumes; Gibbon's Roman Empire in 7 volumes; Pope's Homer's Illiad and Odyssey; and, lastly, Dryden's Virgil's Æneid. The curious

way in which some of the titles are given are Mr. Sen's own copyright.

We have before us the first two numbers of this wretched Magazine. The March number contains 56 pages, of which the first 30 are given to scrips and scraps of the 'Ologies' stolen from somewhere or other, but there is nothing to guide us as to the names of the learned authors. The next 26 pages, separately paged, are taken up with 3 chapters of *the Mysteries of the Court of London.* In the same way the first 22 pages of the April number are filled with worthless scraps of knowledge, and 42 pages with the *Mysteries.*

We should not have thought it worth while to notice this publication, but from enquiries and researches we have made since the recent movement for the circulation of pure literature, we have reason to believe that not only has this Magazine a large number of readers, but that the abominable publications of Reynolds form the favourite reading of young India. Any editor who, under cover of benefiting his country-men by putting good books within their reach, panders to their taste for vile literature is a disgrace to his country. We hope that our subscribers will do all they can to keep this *Encyclopædia of Tales* out of their colleges and schools.

We are thinking of issuing, from January next, about the 15th of each month, a Magazine for students under the title of

THE STUDENT'S OWN MAGAZINE FOR INDIA.

We propose to devote about half the Magazine every month to a tale or tales, taken from such books as Lamb's Tales from Shakspeare, Miss Edgeworth's Tales, and others of an equally wholesome character. The rest of the Magazine, which it is proposed shall be of 24 pages demi-octavo, will be filled with advice about books, question papers, notes, accounts of sports, and a short article every month on some topic of interest to young readers. The annual subscription will be one rupee eight annas, inclusive of postage, and it is intended to print 4,000 copies a month to begin with. We shall be glad to have the support of our subscribers for this new venture and to learn from them what they think of our proposal. We avow that one of our main objects is to draw away the minds of the rising generation from such base and worthless publications as that to which we have just drawn attention.

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NEWS AND NOTES.

LOCAL AND INDIAN.

The Examinations for the Medical Degrees of the University begin on the 14th of this month.

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Mrs. Isabel Brander, Inspectress of Schools, leaves Madras on furlough to England on the 15th instant by the S.S. "Goorkha."

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Mr. H. B. Grigg, C.I.E., Director of Public Instruction, returned to Madras from Ootacamund on Monday 30th June.

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Out of 623 pupils in the College classes of the Madras Christian College on the 31st March last, 56 were Native Christians.

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Dr. Wilson, Registrar of the University, is expected back from his travels in Java about the 6th of the month.

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The Teachers' College, Saidapet, re-opens on the 12th of this month, and the Presidency College on the 21st.

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Government have sanctioned the appointment of a special instructor in Latin in the Presidency College on a salary of Rupees 100 per mensem.

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All the Railway Schools in the Madras Presidency are to be inspected hereafter by Mr. E. Marsden, B.A., Inspector of Schools, Western Circle.

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The Government Madrasa-i-Azam has been completely reorganized. Several changes have been effected in the staff and arrangements are being made to open Upper Secondary classes.

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There are now 49 Masters of Arts on the rolls of the University distributed as follows:—Europeans and Eurasians 6, Native Christians 7, Muhammadans 1, Brahmins 26, non-Brahmins (Hindus) 8, others 1.

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The Director has ruled that Sub-Assistant Inspectors of Girls' Schools should furnish brief reports of the operations as regards female education in each Division and Municipality to the Presidents concerned.

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Mr. E. B. Havell, Superintendent, School of Arts, has sent in his resignation, which has been accepted. We hear that the Secretary of State has been communicated with regarding the appointment of his successor.

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The Rev. H. P. Napier, M.A. of Trinity College, Cambridge, and of Ridley Hall, has been chosen to succeed the late Rev. E. J. Perry in the Principalship of Trinity College, Kandy. Mr. Napier has been for several years a master at Monckton Combe School.

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The Nizam of Hyderabad has founded twelve studentships of £300 a year, tenable in England by natives of his state for four years. The students must devote themselves to medicine, engineering, agriculture or any other profession than that of law.

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The Government of India approves of the suggestions made by the Madras University regarding the issue of diplomas being granted by the University to Bachelors of Medicine and Masters in Surgery, and Licentiates in Medicine and Surgery, authorising them to practice Medicine, Obstetrics, and Surgery.

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Mr. S. Satthianadhan M.A., LL.B., has just ready for issue a book entitled *Four Years in an English University*. We have had the pleasure of reading the book as it has been passing through the press, and are able to heartily recommend it to our Indian University Students. We hope to review the book in our next issue.

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The Calcutta University authorities have, we learn, decided that a number of outsiders, *i.e.* persons not engaged in education, shall for the future be appointed to prepare the examination questions for its examinations. The Examiners will have to correct the papers but will have no control over the selection of questions. The Examiners and those who set the questions will be two distinct bodies. If this is a fact we predict that the passes will be much more numerous than heretofore, and that it will not be long before the utter inefficiency of such a system is demonstrated.

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In communicating the G. O. in which it is proposed to hold special examinations for *Kurnams*, *Monegars* and *Munsifs*, the Director says:—

"When and wherever it is possible, village teachers under training in Normal Schools should be taught Mensuration and Hygiene, a knowledge of which is necessary as a ground-work of the more advanced knowledge required for surveying and village sanitation. Village teachers who possess such an elementary knowledge will no doubt often be able to supplement that knowledge in more advanced Technical Schools or otherwise, so that they may be able to teach the children of Revenue officials in their neighbourhood their arts."

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A Merchant Taylor master writes to the *St. Jam*
follows regarding the Rev. E. J. Perry, M.A., Trinity Co
Ceylon, recently killed by a gun accident:—"The sad d
friend and colleague, the Rev. E. J. Perry, cut off by accid
very prime of life, deserves a note in your columns. M. P
many London schoolmasters, worked double spells, and he toiled
In addition to the thirty hours a week, which is the common
Merchant Taylor masters, Mr. Perry did the full duty of an East
curate. His evenings were given to the Clerkenwell Boys' Club,
which he was the founder, treasurer, and general manager. He boxe
he wrestled, he played at singlestick and skittles with his boys; and when he had tamed them by teaching them to play, he taught them to study, and actually, to take a single instance, ran successfully one of his City Arabs for a Hebrew Exhibition at the University. His only notion of a holiday was to take two or three of his picked lads abroad with him for a fortnight's run. It was on a similar expedition with some of his students from the Church Missionary College at Kandy that he met with the fatal accident which ended at thirty a life of unselfish and unflagging labour."

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An interesting and successful experiment in technical education is described in a resolution of the Indian Education Department, granting an increase of over 16,000 rupees in expenditure on schools in Sind. Appended to the resolution is an extract from a letter of Mr. Jacob, Inspector of Schools, in which he gives some details of the practical system of technical education which has been instituted in the Naushahro schools by Khan Bhadur Kadirdad Khan. The industries taught embrace Sind embroidery, tailoring, joining, and cabinet work, smith's work in iron and brass, electro-plating, mason's work, pottery, &c., and the attendance at all the classes is continually increasing. The boys in the workshops are divided into "gangs," each headed by a senior boy who has displayed exceptional skill. The schools are in close touch with the market; and, as orders come in, they are distributed among the gangs, and the profits of the work are divided among the members of the gang in proportions fixed by the teacher, and regulated by the degree of skill possessed by each individual. The industrial school for girls is most popular, and suggests new possibilities in the extension of female education; for it is found that the opportunity of earning money keeps the girls at school up to a later age than has hitherto been usual. Mr. Jacob says that the schools have created an extraordinary interest among the industrial classes, both Mahomedan and Hindu.—*Nature*.

rs. Longmans have bought up the stock-in-trade and good-will s. Rivingtons, the well-known publishers of London and Oxford. wo of the oldest and most celebrated publishing Firms in England ecome amalgamated.

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A statute has been proposed at Oxford admitting women to the examinations in law and in music. If this be passed, theology, medicine, and oriental languages will be the only schools from which women are excluded.

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Mr. George Bainton has written a book entitled "The Art of Authorship," wherein he collects the views of the great writers of the day regarding their craft. The conclusion to which the work leads us is that good composition and style come from clear thinking, and clear thinking only.

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The Boston School Board (U.S.) is proposing to allow its teachers, after nine years of service, to take a year's leave of absence on half-pay, the other half going to provide a substitute. A similar scheme, says the London *Journal of Education* has been in force at Clifton College, and has, we believe, worked well.

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On the 12th of June the following Honorary Degrees were conferred by the University of Cambridge—*Doctors in Law:* Prof. Jowett, Canon Liddon, Sir Andrew Clark, Mr. Jonathan Hutchinson, Mr. George Richmond, and Mr. Henry M. Stanley. *Doctor in Science:* Dr. John Evans and Prof. Sylvester. *Doctor in Letters:* Mr. A. J. Ellis.

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Miss Philippa Fawcett, only daughter of the late well-known Professor Fawcett, M. P., is declared to have secured a higher number of marks than the Senior Wrangler in the recent Cambridge Mathematical Tripos. A telegram, dated 15th June to the *Bombay Gazette*, states that Miss Margaret Alford has been classed first in the Cambridge Classical Tripos. The women of the day seem to be beating us mere men all along the line.

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The employment of ladies as librarians in preference to men has some merits of its own. Clear-headedness, attention to detail, orderly arrangement, and methodical discipline are required in the management of a library, and women are admittedly superior to men in these respects. Moreover their services can be got for less pay. There is only one thing

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in which the ladies are likely to prove deficient, and that is, in a knowledge of bibliography.

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Dr. Leonard Schmitz, the historian and author, among many other works, of the "Manual of Ancient History" so well-kno[illegible] Madras students, died of influenza on the 28th May last at the [illegible] of 83. He was a German by birth, but married an English lady and came to England, where he was welcomed by the Professors and Tutors at Cambridge. He was a student of the famous writers Niebuhr, Welcker and Brandis, who have done so much for the improvement of the study of history.

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King's College, London, has just received the means of organizing two new departments. The widow of Sir William Siemens, in fulfilment of the intentions of her husband, has given £6000 for the establishment of an electrical laboratory, of which Dr. John Hopkinson will be the new Professor; and Mr. Banister Fletcher, Master of the Carpenters' Company, has subscribed liberally towards the formation of an architectural museum.—*Journal of Education* (London).

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A remarkable success, says our London namesake, ha[illegible] achieved by a Bradford Board-school boy in carrying off the Chancellor's prize at Oxford for an English essay. Mr. Ward is a scholar of Corpus Christi College, Oxford, and is the first boy from an elementary school in England to carry off this distinguished prize, which has been won in previous years by men like Dr. Arnold, James Anthony Froude, and Dean Stanley.

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In view of the importance which attaches to a physical education, and the absence of any definite and uniform qualification among teachers of gymnastics and calisthenics, the National Health Society, 44 Berners Street, have formed a department of physical education under the management of an influential committee, and will grant diplomas of proficiency to such teachers as have fulfilled the necessary curriculum and have passed the required examinations.—*Educational Times.*

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A Government Bill, says the *Educational Times*, has been introduced into the Hungarian Diet making it obligatory on each of the 12,000 "communities" in Hungary to have a Kindergarten, and on parents to send to it all children between three and six years old, if not otherwise properly taken care of. The measure, being compulsory, is a new departure, and is explained by the great mortality among children in

Hungary, owing to their being left alone when the parents go to work. The number of Kindergartens already existing does not exceed 600.

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At Oxford the Chancellor's prizes have been awarded as follows:—*English Essay*: H. Ward, Corpus; *proximè*, T. G. Spyers, B.A., Magdalen. *Latin Essay*: G. H. Ashworth, B.A., New College. *Latin Verse*: R. L. A. Du Pontet, scholar of Trinity. *English Verse* (Newdigate): R. L. Binyon, scholar of Trinity.

The Gaisford prizes have been awarded as follows:—*Aristophanic Verse*: W. M. Geldart, scholar of Balliol. *Platonic Dialogue*: H. S. Jones, scholar of Balliol.

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Briefly, says the *Educational Times*, it may be said of the New Code that it depends for success on capable and enthusiastic teachers, public-spirited and intelligent school managers, and Inspectors free from pedantry and crotchetiness. If such a combination of co-workers were attainable, there can be little doubt but they would render it an efficient educational instrument. A Code, however excellent, cannot be self-actin[illegible] all it can do is to set forth a practicable, realizable ideal of educat[illegible]. It must leave to those who direct its working the realization of such ideal.

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E pur si muove. Here is a Headmaster, no less a personage than the headmaster of Harrow, writing and writing in the magazines that all educational reform must be based on psychology. Nay, more, showing his faith by his works, and telling us that he once applied to the Finsbury Training College for a trained teacher. Unfortunately for the cause of training, Mr. Bowen could not supply the article, and Harrow will have to wait till the College of Preceptors has started its Normal School, or till Dr. Fearon has turned out his first batch of pupil-students. Meanwhile, we would remind Mr. Welldon and other reforming headmasters that there does exist, at Cambridge, a Teachers' Training Syndicate, whose diploma no public schoolmaster has, so far, obtained.—*Journal of Education* (London).

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A noteworthy event in the movement for the higher education of women was the laying of the foundation stone of the Janet Clarke Buildings at Trinity College, Melbourne, on March 17th. In 1883, the Trinity College authorities decided, with some misgivings, to admit women students to their lectures. The next step was the establishment of a collegiate home, and a house in the neighbourhood of the college was rented as a residence for lady students. To put this home on a permanent basis.

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Lady Clarke promised a donation of £5000 which will go far towards defraying the cost of the new building. Sir M. H. Davies has given £2000 as the nucleus of an endowment fund. Miss Hensley, a former student of Newnham College, has been engaged by the Council as Lady Principal of what will be the first Australian Women's College.—*Journal of Education* (London.)

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One of the freaks of the recent cyclone that wrecked a section of the city of Louisville, Kentucky, was the lifting of an Indiana school-house from its foundations, transporting it across the Ohio river and setting it down in a district in Kentucky where the people had persistently refused to be taxed for a school-house. Whether the next political convention in that district will resolve that the act of Providence is a part of Senator Blair's abhorred system of National Aid to Education, or an impertinent interference with the right of ignorance to "hold the fort," we shall be curious to know. There are plenty of waste pieces in a good many States where the saying,—"it's an ill wind that blows nobody good,"—might be happily illustrated by such a dumping of a good school-house in the midst of an "old field," or even in the wicked ward of a metropolitan city.—*Popular Educator.*

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At the recent Presentation Day at the University of London the number of B.A.'s to receive their degrees was 150, 34 being ladies, and the number of M.A.'s was 23, 4 being ladies. Further presentations were also made in the Faculties of Arts, Science, Law, Medicine, and Music. Among those who formally presented the ladies were Lady Lingen, Mrs. Bryant, and Mrs. Garrett-Anderson. Sir James Paget, after congratulating those whom he had instituted in degrees and honours, said he had also to congratulate all present on the prosperity of the University. It was a testimony to that prosperity that he had made just fifty more presentations on that occasion than had been made a year ago. This increase in the number of successes corresponded with an increase in the number of candidates, the severity of the examinations not having been in the smallest degree diminished.—*Journal of Education* (London).

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Dr. Russell, the President of the Chemical Society, devoted a considerable portion of his presidential address to the discussion of the question of chemistry teaching in schools, especially as it affected the education of medical students. He did not say much of any value to the schoolmaster. He did not point out any means of overcoming the difficulties that exist to the more general teaching of chemistry in

schools. Those difficulties are well known—want of time, want of suitable lecture-rooms and apparatus, and want of suitable teachers. Only the larger schools can afford to have, on their modern sides, all these requisites. Notwithstanding the drawbacks that chemistry labours under as a school subject, there can be no doubt that the number of schools in the country that possess properly equipped laboratories and competent teachers has greatly increased. The establishment of technical schools will also greatly advance the study of this science.—*Educational Times.*

REVIEWS AND NOTICES OF BOOKS.

LONGMANS' NEW ARITHMETICS, Mental and Practical. In seven books, with Answers. London: Longmans, Green, and Co., 1890.

This series of seven volumes is intended to carry the learner from the very elements to the more advanced portions of Arithmetic, such as Interest and Proportion. All the books are graduated and contain a large number of exercises with numerous examples. If properly made use of, these little books must prove of great assistance to the boys that learn out of them.

THE HYDERABAD ALMANAC AND DIRECTORY FOR 1890. Compiled by M. T. DAVASIGAMONY MOODELLIAR. Madras: Published at the Lawrence Asylum Press.

A GUIDE TO BANGALORE, with Map. Compiled and Published at the Lawrence Asylum Press.

These two publications contain very useful and interesting information. The former publication is a book of 200 pages on the model of the Lawrence Asylum Press Almanac and is to Hyderabad what the Lawrence Asylum Press Almanac is to the Madras Presidency. The Guide to Bangalore is a Pocket Book and Diary giving, besides the usual information, much interesting matter about the history of the Mysore Ráj. The general get-up of the books is all that can be desired and keeps up to the usual high standard that we are accustomed to look for in works issued from the Lawrence Asylum Press.

NATIONAL HEALTH. Abridged from the Health of Nations of Sir E. Chadwick, K.C.B., by B. W. RICHARDSON, M.D., F.R.S., London: Longmans, Green, and Co., 1890. Price 2*s*. 6*d*.

This is a very handsome volume of 320 pages, and is exceedingly cheap at two and sixpence. Dr. Richardson in his Preface says, "So

soon as the work called *The Health of Nations* was fully before the public, requests began to come for an abridged and less expensive edition. In response, I have prepared, with Sir Edwin Chadwick's ready acquiescence, the accompanying pages, in which, under the title of "National Health," the most practical and most popular parts of the larger work are condensed, without comment, into a single, handy and cheap volume."

The book is divided into four parts. Part I., Health in the Dwelling House (Domestic Health); Part II., Health in the School (Educational Health); Part III., the Health of the Community (Social Health); Part IV., Health in the Future (Progressive Health). Our concern is with Part II., Health in the School. To this Part eight chapters covering 97 pages are devoted, or more than one-fourth of the whole book. Many most valuable hints may be gained from a careful perusal of these pages, but, as is to be expected, they deal with a state of things familiar to people in England, and have not much in them that bears directly on Indian schools. We recommend the book to Municipal and Local Fund Boards, and should be glad to see a copy of it in every school library throughout the country.

TWENTY MAPS in Projection and Outline, with Test Questions for use in Schools. Arranged by JOHN ADAM, M.A., Principal, Pachaiyappa's College, and lithographed by ALEXANDER BARREN. Sole Wholesale Agent, W. S. Shackleton, 117 Armenian Street, Madras. Retail of all Booksellers. Price, *Three Pies* per map.

We have been favoured with a copy of this book, containing ten maps of the following countries, and portions of countries, each in Projection and in Projection with Outline: 1. The Madras Presidency; 2. India (including Burmah); 3. The Red Sea and the Arabian Sea; 4. The Mediterranean Sea; 5. England; 6. North America; 7. South America; 8. Africa; 9. Eastern Asia; 10. Australasia. At the bottom of each map Specimen Test Questions are given, preceded by the legend "the names are in all cases to be written or printed on the map in the proper positions."

Mr. Adam has bestowed much care and thought on the preparation of these maps and questions, and we have only to say that we think very highly of them. They will be a great boon to all engaged in teaching Geography, and we would urge Managers and Masters of Schools to lose no time in putting their classes in possession of them. Mr. Barren has done his part of the work thoroughly well. As will be seen from our advertising pages any Headmaster can obtain a specimen book post free for 6 annas by applying to Mr. Shackleton, 117 Armenian Street, Madras.

LONGMANS' SCHOOL TRIGONOMETRY by the REV. FREDERICK SPARKS, B.A., London: Longmans Green, and Co.

We have perused the contents of this book with some pleasure. Though the market is, to use a mercantile phrase, glutted with elementary treatises on subjects like Euclid, Algebra and Trigonometry, and though of few indeed of these books can it be said that they carry their *raison d'être* with them, the book under review possesses many good features. It covers the portion of the subject prescribed for the First Examination in Arts of our University. The methods employed and the explanations given are generally easy of apprehension, and the examples given throughout the book are sufficiently numerous and varied.

LONGMANS' JUNIOR SCHOOL ALGEBRA with Answers, by BEARD. London: Longmans, Green, and Co.

This elementary book on Algebra contains just enough to meet the requirements of the Matriculation Examination of our University. The subject is treated throughout in a manner comprehensible to the beginner. The examples worked out to serve as models are well-chosen, and the plan of introducing easy problematic equations at several different stages is, in our opinion, instructive and interesting. The help given towards the study of factors and the absence of complicated demonstrations of a theoretical character are other noticeable features.

A SMALLER COMMERCIAL GEOGRAPHY, by GEORGE G. CHISHOLM, M.A., B.S.C., Fellow of the Royal Geographical and Statistical Societies, London: Longmans', Green, and Co.

This is an abridgment of the author's Handbook of Commercial Geography and is suited for use in classes, while the Handbook will be a useful addition to school libraries. The book begins with a very interesting chapter on the various commodities of the world. The author first treats of the circumstances affecting their production and carriage, and next of their places of production. The vegetable products of the Temperate Zone, the Torrid Zone and of various climates are enumerated, the chief countries of production being named; mineral products are next treated similarly, and then the chief manufactured articles. When the student has mastered this portion, he will be able to form a rational opinion of the commerce of every country and to infer the exports and imports of each country. The want of such a chapter in Mr. Stone's Commercial Geography was felt by us when reviewing that book.

The remaining 170 pages are devoted to the geography of the five continents. The geography of each country contains notes on 1. Surface

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and Communications; 2. Climate; 3. Agricultural and Mineral products; 4. Foreign Commerce; 5. Chief Industrial and Commercial Towns; and 6. Seaports. Enough prominence has not been given to the exports and imports of the various countries. Mr. Stone has, in his book, so prominently treated of the exports and imports of every important place that the want of this feature in the book under review is very noticeable. We cannot readily tell from Mr. Chisholm's smaller book what articles a country, say India, exports, and to what countries, and what it imports and from where. The book does not seem intended specially for England or specially for India. The geography of the British Isles is not treated with any fullness, nor the geography of India. It is an exceedingly well-written treatise on the whole and will be a useful text-book on the Commercial Geography of the World. Mr. Stone's book for the Commercial Geography of the British Empire, and Mr. Chisholm's for that of the World, will together enable the student to acquire a satisfactory knowledge of Commercial Geography.

Ackrill's System of Short-hand. By Charles Ackrill. Second Edition. Madras: Minerva Press. Price Rs. 2.

The author endeavours in this little book of thirty-four pages to place before his readers a clear and simple exposition of his adaptation of Odell's system of Short-hand. The writer, (Chief Reporter, Madras Times,) is himself a reporter of a high order and large experience. Every work has to be judged by its results. Pitman's system, which has gained credit for being a scientific system, based on a strictly phonetic analysis of the English Language, has almost established itself in England and in this country. The Sloan-Duployan system and the Script system are in the field as rivals to the older system, but neither has as yet done anything to bring down our estimate of Pitman's system. Mr. Ackrill's system seems to be known only to a few, himself and his friends. We cannot find in his system, as set forth in the 10 or 12 pages devoted to it, anything corresponding to that working out of details from some principle of symbolic representation which is the characteristic feature of Mr. Pitman's system. If the student can, by studying these 12 pages and no more, and by practice, become a reporter, report the most rapid speakers, and transcribe his short-hand notes with facility, Mr. Ackrill's system must be considered much easier of acquirement than Mr. Pitman's. But the point at issue is, how far is this feasible. The author would do well to train a few reporters and to prove to the satisfaction of the public that with his system good and rapid speakers can be correctly reported by any one except himself.

The introduction is very interesting, even more interesting than the text itself. The writer here treats of the history of the several systems of short-hand, and depicts, in forcible language, the advantages of short-hand-writing. He makes no attempt however to shew that his system is better than the other systems. He contents himself with stating that, though phonograhers may laugh at stenographers, stenographers are agreed that Odell's system of Stenography is the best system of short-hand. The excellent notes of Mr. T. A. Reed 'the Reporter of the day' quoted with approval from 'The Reporter's Guide' are very interesting. It may be remarked that Mr. Reed is a follower of Pitman's system.

The writer of the article on shorthand in the Encyclopœdia Brittainea prefers Pitman's system, which has been adopted by the Society of Arts. In the face of such competition, the author of this book would do well to practically prove the superiority of his system; his having priced the book so high as two Rupees does not appear the right method to adopt for popularising it.

Several reviews are held over this month for want of space.

We beg to acknowledge the receipt of the following magazines:—

The *Punjab Magazine* for April 1890. The *Christian College Magazine* for June 1890; *Progress* for June 1890; *India's Young Folks* for June 1890; The *Bombay Educational Record* for May and June 1890; The *New England Journals of Education* for May 1890; The *Boys Own Paper* for June 1890. The London *Journal of Education* for June 1890; the London *Educational Times* for June 1890.

GOOD BOOKS—A SECOND LIST.

Poetry.—Coleridge's Poems; Clough's Poems; Ward's English Poets, 4 vols.; Bradshaw's English Anthology; Whittier's Poetical Works; Macaulay's Lays of Ancient Rome and other Poems.

Biography and History.—Charles Kingsley: His Letters and Memories of his Life, by his Wife; Bryce's American Commonwealth; Craik's Pursuit of Knowledge under Difficulties; Alexander and His Empire, by Prof. Mahaffy; Germany, by Rev. S. Baring-Gould; (Story of the Nations Series); Smiles' Lifeof Robert Dick, Geologist and Botanist; Sir Richard Temple's Lord Lawrence; Thayer's Log Cabin to White House.

Travels.—Froude's Oceana; Baker's Ismailia; Adams' Wanderings of a Naturalist in India; Livingstone's Travels in Africa; Dar-

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win's Naturalist's Voyage; Miss Bird's Japan; Dilke's Greater Britain; Tyndall's Hours of Exercise in the Alps; Burton's Highlands of Brazil.

Novels, Tales, &c.—Sir Edward Seward's Narrative of His Shipwreck, by Jane Porter; Stevenson's Treasure Island; Palgrave's Hermann Agha; Mrs. Craik's A Life for a Life; Farrar's Eric; George Eliot's Silas Marner, Mill on the Floss, and Felix Holt; Lamb's Tales from Shakespeare; Shorthouse's John Inglesant; White Melville's Sarchedon; Blackmore's Springhaven; Church's Two Thousand Years Ago; Reade's Never too late to Mend; Kingsley's Hypatia; Eber's Uarda; Swift's Gulliver's Travels; Cervantes' Don Quixote; Mrs. Humphry Ward's Robert Elsmere; Edna Lyall's Donovan.

Miscellaneous.—Chambers's Papers for the People; Chambers's Miscellanies; Farrar's Seekers after God; Humphry Ward's Reign of Queen Victoria; Miss Yonge's Book of Golden Deeds; Lubbock's The Pleasures of Life, Parts I and II; Brown's Horæ Subsecivæ; Clodd's Childhood of the World; Fowler's Tales of the Birds; Blackie's Self Culture.

CORRESPONDENCE.

To the Editor, Journal of Education, Madras.

THE MISTAKES OF AN ANNOTATOR, AND THE MISTAKES OF "POTOSI."

SIR,

I hope you will permit me through your esteemed *Journal* to convey my best thanks to the gentleman who signs himself "Potosi" for pointing out in the last number of the *Journal* two of what I have, since publishing my Notes on *Myers' Wordsworth*, discovered to be mistakes. I thank him more especially for the courteous tone of his letter. It is no easy matter to explain *fully*, as I have tried to do, and on short notice, a work presenting so many difficulties, and so many obscure and out-of-the-way allusions as *Myers' Wordsworth*, and yet do it with absolute accuracy. Such might have been the experience of your correspondent himself if he had essayed the task, considering that in the narrow compass of his letter to you, Sir, he has fallen into as many errors (*i.e., two*) as he desired to point out in the whole of my *Notes on Myers' Wordsworth.*

In the first place he says of *Andrew* Buchanan that "no dictionary maker even mentions his name." This is wrong. I found his name in a dictionary well-known to literary men.

Secondly, his interpretation of "sunset," is wrong, as will appear later on.

"Potosi" is certainly right in saying that the Buchanan referred to by Wordsworth is the famous *George* Buchanan (1506-1582). There are few books of reference on the Nilgiris, so that I cannot tell when Hogg's translation was first made. If the dates agree, it is very likely this particular translation that is referred to by Wordsworth. We know that Wordsworth was never a deep student even of Classical,

much less of Mediæval, Latin; so that the original *Calendæ Maiæ* of George Buchanan was probably as unknown to Wordsworth, as it was to "Potosi"; for neither of them mentions the title of the Latin poem, but only the title of an English translation of it. By the way, I would caution the student, when he sees the name of *Robert* Hogg, against jumping to the conclusion that *James* Hogg (1772—1835), "the Ettrick Shepherd" is meant. *James* Hogg was the personal friend of Wordsworth, and an "Extempore Effusion" was written by Wordsworth on his friend's death (1835); but being of the farmer class, like Burns, and without a regular education, he knew no Latin, and therefore could not translate the *Calendæ Maiæ*. The ideas in the *Calendæ Maiæ* agree so closely with the passage in the *Guide to the Lakes* that there can be no doubt that Wordsworth refers to *George* Buchanan; and "Potosi" has done a service, for which I feel grateful, in pointing this out. It was a happy thought on your part, Sir, to print the pretty original Latin poem side by side with the translation.

The passage quoted by "Potosi" from Henry Morley's *First Sketch of English Literature*, in reference to "sunset," does not occur in my edition (the *Seventh*) of that work; and it makes no difference whether it is, or is not, to be found in some other edition. What we have to do is to find out, not what the word "sunset" *might* mean in the text, (and "Potosi's" interpretation is undoubtedly supported by the quotation,) but what was *the meaning intended by Mr. Myers*, in other words, what it *actually does mean*. I take it for granted that your correspondent cannot have read through the biography very closely, or, by so doing, he would have found out the meaning intended. That meaning, as everybody who has studied or taught the book through carefully to students should by this time know, is neither the one originally indicated by me, about which, as "Potosi" truly remarks, I did feel an incongruity; nor is it the one for which "Potosi" finds an authority in Henry Morley. The true explanation is the one which he regards as "a fanciful interpretation," one suggested to him by a passage in Mr. John Morley's Introduction to his recent edition of Wordsworth. John Morley's statement is borrowed from *Myers' Wordsworth*, which is again based on Christopher Wordsworth's *Memoirs* of his nephew the poet.

The following is the passage to be interpreted (text pages 11—12):—

"And since the events in this poet's life are for the most part inward and unseen, and *depend upon some shock and coincidence between the operations of his spirit and the cosmorama of the external world* [the italics are mine], he has recorded with especial emphasis, a certain sunrise which met him as he walked homewards from one of these scenes of rustic gaiety,—*a sunrise which may be said to have begun that poetic career which a sunset was to close* [the italics are mine] . . . . . ."

Ergo, "a sunset was to close" "that poetic career" [not 'career,' observe, but 'poetic career'] which a sunrise "may be said to have begun"; and the events in the poet's life "depend upon some shock and coincidence between the operations of his spirit and the cosmorama of the external world." Now "the poetic life" or "the poetic career" of the poet *closed thirty-two years before his "life" or his "career" closed*, as every student of Wordsworth knows. "Potosi," nevertheless, says that the reference is to a sunset in the month before the poet died—a sunset which did not produce any poetic effusion from the poet's now stiffened brain, and he quotes from Henry Morley an extract showing that on March 10th, 1850 the poet walked to Grasmere through a keen N. E. wind, called at a cottage, and sat down on

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the stone-seat of the porch to watch *the setting sun*, and then caught an inflammation of which he died the following month. Historically true all this, no doubt, but it is not what Mr. Myers alluded to. "Potosi" would thus make the "sunset" in question be connected with the poet's death. I do not. I am sure it is intended to refer to the cessation of the poetic faculty—to the close of the "poetic life" or "poetic career" of the poet (because these are the words of Mr. Myers), thirty-two years before. I cannot see any "shock or coincidence between the operations of Wordsworth's spirit and the cosmorama of the external world" in the sunset pointed out by "Potosi," whereas there is such a "shock or coincidence" in the "sunset" of 1818; and unless we can shew such a "coincidence" we do not interpret our author. Both the 'sunrise' and the 'sunset' are symbolical of great events in the "poetic career" of Wordsworth. And now for the proof that I am correctly interpreting my author. The proof will be found by comparing the statement made by Mr. Myers on p. 12, with the various corresponding thoughts of the same author on pp. 109, 110, and the whole of pp. 121 and 122 of this work. The student whom it interests can go to the fountain head. All I can do here, for I fear to trespass too far, Sir, on your valuable space, is to reproduce a few of the leading thoughts. "For some 20 years at most (1798—1818), Wordsworth possessed this melody . . . . . . The gift then left him; he continued as wise and as earnest as ever, but his poems had no longer any potency, nor his existence much public importance." *Myers' Wordsworth*, pp. 109—110.

"And yet Wordsworth's *poetic life was not to close without a great symbolical spectacle, a solemn farewell* [the italics are mine. Compare these words with the original statement on page 12 of the text, "a sunrise may be said to have begun *that poetic career which a sunset was to close.*"] *Sunset* among the Cumbrian hills, often of remarkable beauty, once or twice, perhaps, in a score of years, reaches a pitch of illusion and magnificence which indeed seems nothing less than the commingling of earth and heaven. Such a sight—seen from Rydal Mount in 1818—afforded once more the needed stimulus, and evoked that "*Evening Ode, composed on an evening of extraordinary splendour and beauty,*" which is the last considerable production of Wordsworth's genius. *In this Ode we recognise the peculiar gift* [Compare with this John Morley's statement, quoted by "Potosi"] of reproducing with magical simplicity as it were the inmost virtue of natural phenomena." *Myers' Wordsworth*, p. 121.

"There is something solemn in the spectacle of the Seer, standing *at the close of his own apocalypse* [italics mine] . . . . . . He lived, in fact, *through another generation of men* [italics mine], but the vision came to him no more."—MYERS' *Wordsworth*, p. 122.

And now that I have corrected two mistakes of "Potosi's" in exchange for one of mine corrected by him, and another of mine pointed out, but not corrected by him, and now corrected by me, I tender him my very best thanks for affording me, with your permission, Sir, an opportunity, of which I hope to avail myself in your next issue, of discussing, for the benefit of such of the forthcoming set of candidates for the B. A. Examination as may have purchased copies of my *Notes on Myers' Wordsworth*, a few other statements contained therein; and of setting before them some critical remarks which Mr. Myers was good enough to send me regarding the interpretation of his biography of Wordsworth.

M. T. QUINN.

NOTICE TO A CORRESPONDENT.

C. Gopaul Row.—On reference to the Secretary to the U. C. S. Commissioner we learn that no text book has been prescribed in Telegraphy for the Middle School Examination.—Ed. J. of E.

THE FUTURE UNIVERSITY FOR LONDON.

The latest news," says *Nature* of May 22nd, of the negotiations between the various institutions whose co-operation is necessary for the establishment of a satisfactory system of graduation for London University students is decidedly good. Lord Cranbrook, as the Minister in charge of educational legislation, has intimated to the University that he is prepared to take up the question, and is in expectation of receiving an application for a new charter for the purpose of instituting such a system. The scheme, which was drafted by a Committee of the Senate, which was communicated to the University Colleges and to the Royal Colleges of Physicians and Surgeons, and was under discussion at the meeting of the Convocation on the 14th instant, contains some novel features, which show that the University is prepared to move forward, in order to meet the immediate necessities of the situation, beyond the recommendations of the abortive Royal Commission of 1888, and far beyond the *non possumus* of the University witnesses before that commission. It practically embodies the concession of a separate system of graduation, to be conducted by an administrative Committee of the Senate, upon which the teaching institutions shall be adequately represented independently of the present system of graduation by open examinations. It contains also a further excellent suggestion that this present system shall also be conducted by a Committee of the Senate, the Senate itself remaining the ultimate authority for both systems, but leaving the details of administration to the two Committees. This plan, which is due to the initiative of the Senate Committee and of the country University Colleges, must render it easier for the London institutions to accept the Senate as the ultimate authority on the teaching side. Accordingly we are not surprised to hear that the University Colleges have expressed themselves ready to accept the proposal, and to abandon, subject to a satisfactory settlement of details, their petition for a separate University. We trust that a spirit of mutual concession will continue to sway the counsels of the contending parties, and that we may be able to hail the establishment of the teaching sides of the University of London, which will be the real University for London, during the present year.

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THE WORLD'S UNIVERSITIES.

Nation.	*No. of Univs.*	*No. of Profs.*	*No. of Students.*
Norway	1	46	880
France	1	180	9,300
Belgium	4	88	2,400
Holland	4	80	1,600
Portugal	1	40	1,300
Italy	17	600	11,140
Sweden	2	173	1,010
Switzerland	3	90	200
Russia	8	582	6,900
Denmark	1	40	1,400
Austria	10	1,810	13,600
Spain	10	380	16,200
Germany	21	1,020	25,084
Great Britain	11	334	13,400
United States of America	360	4,240	69,400

It should be observed, says the *Boston Transcript* from which we take the above statistics, that hardly six of the so-called universities of the United States really rank as true universities, like Oxford. Indeed, there is not one that can quite rank with Oxford, Cambridge, and the genuine Universities of the continent of Europe.

We do not suppose these figures are very accurate but they are approximately correct. Of the Universities of British North America, Australasia, New Zealand, and Asia no mention is made.

EDUCATIONAL METAPHORS.

(*Continued from page 297.*)

But, while I defend the employment of metaphors, I feel bound to warn you against the danger of reasoning from them as if they were facts. It is, as I have already said, perfectly logical to reason from analogy, provided our inferences do not pass beyond the points of resemblances; but I know no more common source of error than the disregard of the line where analogy ceases. Let us take an instance. The growth of knowledge in the human mind bears a certain resemblance to the growth of a plant; it starts with a germ; it has something comparable to roots, stem, sap, and fruit; it passes through successive stages of development, needing diverse kinds of care, and so on. For this reason it is perfectly legitimate to argue from the plant to its immaterial analogue, so far as the points of resemblance extend. We may say, for instance, that as the

plant needs time for reaching its full perfection, so does knowledge; that as the plant cannot dispense with any stage in its development, so neither can knowledge, and so forth; but we cannot legitimately assume that whatever is true of a plant is true of knowledge. It is urged against examinations that they involve the same mistake as would be committed by a gardener who should keep constantly taking up his plants to see if they were growing. But this argument assumes that knowledge depends for its vitality on some mode of attachment to the mind, analogous to the attachment of a plant by its roots to the soil, and that this attachment is sundered by examinations. A moment's thought will show that this analogy is utterly false. The knowledge produced and put on paper is confounded with the knowledge that is part and parcel of the mind. Knowledge cannot be taken up by the roots, by examiners or by anybody else. The knowledge is left by the examiner precisely where he found it, the only difference produced in it being that it is probably better understood, and has derived from his manipulation of it fresh vitality. You may, if you like, *call* examination a taking up of the plant by the roots, but I am equally free to call it an inspection of the plant, and I never heard that fatal consequences ensued to a plant from inspection. An examiner's business is to ascertain the extent and quality of a child's knowledge and power. He has to see whether the child's ideas are clear, distinct, and adequate; whether his knowledge is real or only verbal, and whether he can do what may be reasonably expected from him. Now, so far are these processes from being fatal to knowledge, they are the very conditions by which knowledge is remembered, mental order substituted for confusion, the meaning of terms fixed, and intellectual faculty developed. Hence, if examinations involve the taking up of the plant by the roots, I reply that this process is a condition of vitality, and the oftener the better, within certain limits, the process is repeated. But would not the plant grow without taking it up, or, getting rid of metaphor, could not knowledge go on increasing and power developing without examinations? Certainly, though not so rapidly or certainly as with their assistance. Examinations, apart from their value as a stimulus to effort, reveal where the work of teacher or pupil or both has failed, and so are a guide to both. It is scarcely credible that people could confound a metaphor with a fact, yet I have known persons who thought the whole question of examinations was closed by appealing to the fatal effects of constantly taking up a plant by the roots. Everybody knows, they say, that the plant so treated would not grow and it would not live, and nobody disputes the assertion. But, unfortunately for the argument, knowledge is, as we have seen, not a plant, but only something more or less resembling a plant. The suppressed

minor term of the syllogism is not true, except in a metaphorical sense and with limitations. A recent article in *Macmillan's Magazine* says, "Frequent examinations prevent natural growth. We do not expect our gardeners to show us the roots of their growing plants." It would be as reasonable to say that you injure a rose-tree every time you look at it. The "natural growth" that frequent examinations are said to prevent will be found to consist very largely in natural stagnation, natural disease, and natural decay. I do not say that examinations are not abused (that is another matter), but I have no hesitation in saying that questions that go to the roots of a subject, and ascertain the grounds on which belief rests, are indispensable to all true education. If the pupil were not examined by others, it would be necessary for him to examine himself. He would then find how little he knew, how unequally his knowledge was distributed over what is knowable, how imperfect had been his observation, how untrustworthy his memory, how muddled were his classifications, how vague his conception of the meaning of terms, how wide was the gulf between his conclusions and the evidence on which they rested. He would often discover that what he had taken for wholesome growths were diseased, root and stem, and that the only way of remedying these evils was to begin at the roots.

Educationists have not been content with pressing their metaphors into fanciful details and drawing from them irrational conclusions; they have erected on them complete theories of education. Thus we have the gardening theory, the food and exercise theory, and the building theory, all of them starting from some important fragment of truth, but all of them imperfect from not sufficiently recognizing the complementary fragments.

The gardening theory is one of the oldest and most beautiful, and has sacred authority that might seem to place it beyond criticism; but not even the authority of Holy Scripture can convert a metaphor into a fact, or dispense us from the necessity of using common-sense in its employment. According to the gardening theory a child needs merely favourable conditions for development; he contains within himself, from the first, the potentiality of his highest perfection; and the teacher's duties are restricted to securing these conditions. He cannot alter the plant's nature; he can only find out by observation and experiment what the conditions of its development are, and try to secure them. He may force it, but it will be at the expense of its vigour and the perfection of its fruit; he may train it in ways of his own devising and clip it, as our forefathers did their hollies and yews, into fantastic shapes, but it will be at the expense of its natural beauty. His care of it, it is urged, is mainly of a negative character; he must shield it from

harm, support it while it is weak, screen it from cruel winds and nipping frosts, and preserve it from blight. This is a very beautiful and helpful theory. It rests upon a truth, but the truth is not the whole truth. In some respects the child and the plant are subject to the same laws, and so far the treatment of both should be identical; but the child is subject to laws over and above those of the plant, and of these distinctive laws education must take cognizance. The gardening theory overlooks the enormous influences which must be exerted in human education by external agencies. The plant does not become assimilated to surrounding plants; it is not, unless in exceptional circumstances dependent on man for food; it needs no disciplinary exercise; but the child reflects its surroundings, requires to be supplied with mental as with bodily food, and needs some direction of its energies to attain its highest power. The Topsies, who grow at their own sweet will, like daisies and buttercups, are not the flowers of the human race. At the same time, the gardening theory has done good by reminding us that, we have to deal, not with a bundle of passivities, but with a living active child, that must develop, even where it is most influenced from without, in accordance with its own laws.

The building theory proceeds on the assumption that the teachers' function is mainly to instruct the child, to build up in his mind a fabric of knowledge, more or less spacious, useful, and beautiful. This also is, up to a point, a beautiful and suggestive theory. We must have a plan from the beginning. We have to lay foundations that should be regulated, in outline, depth, and solidity, by the superstructure to be raised upon them. We must see that the material we employ is suitable and well-laid; we must never lose sight of the design as a whole. All this is excellent, and it is a pity the theory is not more closely adhered to. How much labour could be saved if education were only conducted steadily on one well-considered and uniform plan, instead of on half-a-dozen bad plans scarcely considered at all! How much more rapid and satisfactory would be the progress of children if they were only well grounded, as we say; if what little they knew they knew well, so that we could build on it without having constantly to put in fresh foundations! But the building theory fails in taking too little cognizance of the child himself. The teacher has not only to instruct, to build in, but to educate, to bring out; he has not only to supply knowledge, but to cultivate the mind itself. Mr. Herbert Spencer, indeed, contends that what is most valuable as knowledge will also be most valuable as discipline in the development of power, and that it would be contrary to what he calls the beautiful economy of nature (another metaphor, mark you), if it were otherwise. I will not stop to minutely examine his

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corollary from this proposition that, as science is the most valuable as knowledge, it is the most suitable as instruction; I would merely remind you that, what is most valuable as knowledge to the adult, is not necessarily most valuable as knowledge to the child, and that science, therefore, is not necessarily the most suitable subject, either as knowledge or discipline, for childish instruction.

The food-and-exercise theory proceeds on the assumption that the mental faculties are as dependent as the bodily upon food and exercise. It is not enough to supply the body with suitable food; if we wish to develop any particular member we must exercise that member. So it is not enough to supply the mind with knowledge; if we wish to develop any particular faculty we must call that faculty into play. The teacher must supply mental food, but the pupil must do those things for himself, by which the assimilated food will be conveyed to the organs called into play and the faculty be developed. The child must observe, imagine, generalize, reason for himself. This theory is more satisfactory, perhaps, than any other, for the simple reason that body and mind are so closely associated that it is difficult to determine where metaphor leaves off and fact begins.

Perhaps I cannot conclude better than by an educational metaphor bearing on this subject from the writings of Archbishop Whateley. "An unskilful teacher," he says, "is content to put before his pupils what they have to learn, and to ascertain that they remember it; and thus those of them whose memory is ready and retentive have their minds left in a perfectly passive state and are like a person always carried about in a sedan-chair till he has almost lost the use of his limbs. And then it is made a wonder that a person who has been so well taught, and who was so quick in learning and remembering, should not prove an able man; which is about as reasonable as to expect that a copious cistern, if filled, should be converted into a perennial fountain."

MANUAL TRAINING

The question of manual training, says the *Private Schoolmaster*, is occupying a good deal of public attention in America at the present time. The New York College for the Training of Teachers has just issued an excellent *brochure* on this subject, written by Mr. James MacAlister, and published in England by Thomas Laurie, 28, Paternoster Row. The following introductory remarks, which apply as much to private as to public schools, will suffice to indicate the author's general views :—

No one having the slightest interest in education can have failed to notice the attention which the question of manual training has been

exciting during the past few years. Indeed, it may be said without exaggeration to be the leading educational question of the day. In teachers' conventions, boards of education, educational journals, and the daily papers, it is now more discussed than any other school problem. The necessity for some modification in the instruction and training given in the public schools that shall bring them more into harmony with existing social conditions is very generally admitted, and it is useless to deny that this demand points in the direction of rendering the schools more practical in the highest and best sense of that term. It may justly be said that this new feature of education has been more heartily welcomed, and that more has been done in putting it into practical operation in Philadelphia than in any other city of this country. A good deal has been said and written on the subject here; but in view of the experience we have gone through, and the fact that no small degree of misconception still exists with respect to what manual training means and what it undertakes to do, it has been deemed advisable to restate the leading principles upon which it rests it claims as one of the most important and far-reaching educational reforms of the present century.

Much of the confusion which exists in the public mind concerning the movement is due, I believe, to the want of a term which would adequately designate the nature and object of the training it is proposed to introduce into the school curriculum. The use of the term "industrial" is, I think, unfortunate. It has a well-accepted meaning, and very naturally leads to the supposition that what is intended is the teaching of specific occupations. The term "manual training" is to be preferred, but that also is to some extent misleading. Speaking for myself, I must repudiate any intention of specialising the work of the elementary schools in the direction of economic production. The object of the public school is education in its broadest sense. If industrial or manual training cannot be shown to be education in this sense, it has no place in the public school. We have no more right to teach carpentry or blacksmithing than we have to teach law or medicine. The supreme end of education is the harmonious development of all the powers of a human being. Whatever ministers to this end is education; whatever interferes with its accomplishment, no matter how valuable in itself, belongs outside of the elementary school.

It is well, also, that we should be on our guard against a kind of *pseudo*-manual training that is finding its way into the schools. As is always the case with new movements, there is a good deal of experimenting with little knacks, which do nothing for either discipline or knowledge. These are put forward by well-meaning persons as manual training, and great harm is done in this way in misleading the public, and wasting the time and energies of pupils.

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Manual training is founded upon the claim that it gives a more complete education than is afforded by the course of instruction now followed in the schools. It undertakes so to modify the existing methods of training as to yield an education that shall make the graduate of the public school a more fully developed and efficient member of society. The instruction given in the schools is too one-sided. It cultivates chiefly the intellectual powers to the neglect of the physical and moral. Lord Bacon, long ago, stated the object of education to be "the cultivation of a just and legitimate familiarity betwixt the mind and things." No better definition of the office of the teacher could be given. To a very large extent the schools neglect the training of those powers which bring the mind into true relations with its environment. A very large portion of the time of pupils in schools of every grade is devoted to the study of words. Educational reformers for nearly three hundred years have been seeking to remedy this defect. The introduction of object lessons and of science instruction were well-meant efforts in this direction, the manual training is, in fact, nothing more than the further extension of the same principle. It seeks to train the hand and the eye, not for the purpose of superseding the action of the mind, but as the efficient agents of the mind in gaining a truer and ampler knowledge of the world. That dominion over nature which the inductive philosophy proclaimed as the object of all science can only be obtained on the lines which Bacon laid down. Emerson says, in his terse way, that "manual labour is the study of the external world." It is in the spirit of this maxim that the new education seeks to widen the training of children in the direction of the harmonious development of mind and body through such agencies as the best experience may dictate.

There is a psychological foundation for manual training which should not be overlooked. All educationists are now of one mind that the first duty of the teacher is the cultivation of the perceptive powers. No matter what system of philosophy we may profess, we are all agreed that knowledge begins in perception. The tactual and visual perceptions are by far the most important. "The former of these gives us the most direct mode of apprehending things; the latter the largest grasp of external things, of any of the modes of perception."* The progress of perception grows with the increase of the power of visual and tactual discrimination. Now the purpose of manual education is primarily the training of the hand and eye. Hence drawing, as a mode of cultivating visual perception, is made one of its prominent features; and the introduction of tools in connection with wood, iron and other materials is simply for the purpose of so cultivating the hand as to enable the mind

* Sully, "Outlines of Psychology."

to attain to a larger and more exact knowledge of things as they exist in nature and are used in the industrial arts. It would therefore be easy to show that the introduction of manual work into the schools is important because of the effect it would have upon the mind itself. The processes of manual training afford a better means of cultivating the faculties of reason and judgment than many things which now find place in the courses of instruction. Measurements, comparisons, the adjustment of means to ends, the co-operation of mind, hand, and eye, all conduce to a broader mental culture than can be gotten from many of the studies which at present usurp so large a portion of the pupils' time.

We do not need to depend wholly upon theory for the correctness of this view of manual training. Experience has shown that manual training so stimulates the general intelligence of pupils that the time occupied in the laboratories or workshops more than compensates for the amount of text-book work which it supplants. It would be easy to find ample testimony to this effect. The schools of a generation ago were certainly inferior to the schools of to-day as to teaching, text-books, and other appliances; but no one will gainsay the statement that they produced men and women possessing a mental and moral force of character quite equal to those of our own time. Is not this largely to be accounted for by the fact that, while the advantages were poorer, and less time was spent in school, the boys and girls, in the rural life which then chiefly prevailed, were brought more largely into contact with things through work upon the farm and in the home, and their mental resources were thereby increased to a degree that the purely intellectual drill and the memorising processes of the present day cannot be made to yield? The introduction of sewing into the girls' schools of Philadelphia, which occupies from one to two hours per week, has in no way impaired the results obtained in the other studies. In the Manual Training School the work done by the boys in mathematics, literature, and history is, to say the least, in no respect inferior to that of schools of a similar grade in which the whole time is occupied with class-room work.

But there are more practical reasons for making manual training a part of the education given in the public schools. Its introduction would bring our education into closer harmony with the spirit and tendencies of the present age. No one will deny that it is the duty of the State to make the schools minister to the actual necessities of our civilisation. Herbert Spencer declares that "the function which education has to discharge is to prepare us for complete living," a proposition which has withstood no small amount of adverse criticism; and Emerson

in one of his wise sentences, says that "the great object of education should be commensurate with the object of life." If we acted in the spirit of these maxims, we should hear less of the objection so often urged, that the education given in the schools is not sufficiently practical. I would not be understood as arguing for practical education simply as such. At the same time I believe that the education of a community should have direct reference to its social needs. This is eminently the age of industrialism. Science and its applications to the arts and industries of life reigns supreme. The wealth, power, and greatness of a nation depend to a very large extent upon its natural resources and the quality and quantity of its skilled labour. As Carlyle says, "The proper Epic of this world is not now 'Arms and the Man;' no, it is now 'Tools and the Man;' that, henceforth, to all time, is now our Epic." It is impossible for the schools to ignore this condition of things. It is not our business to train boys and girls to be mere breadwinners, but we must see to it that the education we give to them confers the power to hold their own in the struggle of life upon which they must sooner or later enter. I have no sympathy with those who claim that the public school gives too much education to the masses of the people. It is impossible to over-educate any human being. The only question is as to the kind of education which should be furnished. We must train our boys to believe in work; to respect work; to see work. This should be a part of their education; and the way to do it is not to teach them trades in the public schools, but to broaden the general culture which those schools give in such ways that the young people shall begin their career in sympathy with the social conditions which surround them; will seek for success, independence, happiness, by striving, not against, but with the forces which compel success and its rewards.

It is my sincere conviction that the best means of doing this is to put manual training into the curriculum of the common schools. As at present constituted, the schools are directed almost wholly toward a literary outcome. The traditions of the past are still all-powerful in the common school as well as in the college. We need to make our education more real. In doing this, we shall not make it less noble and refining, but we shall give to the children a wider vision and a braver heart, an[illegible] shall send them forth into the world better able to deal with the re[illegible]s of life, and to discharge its duties fitly and successfully.

There is another aspect in which the introduction of manual training may be viewed. The great question of the hour is the struggle between labour and wealth. This question cannot be put out of sight. We are gradually coming to see that one of the best ways to meet the

difficulties which it raises is to elevate the worker himself. What the working-man is seeking is a larger participation in the fruits of his industry; but this can only be accomplished by the labourer putting more skill and intelligence into the work of his hands. The problem for every civilized nation to-day is how the largest amount of intellectual development can be given to its industrial population. There will be no peace between labour and capital until labour has recognised the necessity for intelligence and capital has recognised the just rights of labour, enlightened and ennobled by knowledge. What is needed is to bring thought and labour together; to make every worker a thinker and every thinker a worker; and there is no place where this can be done so well as in the school. It is here that enduring principles and habits can best be formed. We talk a good deal of the public schools as the nurseries of good citizenship. We shall have a better right to make this claim for them when they undertake to fit their pupils for the actual conditions of existence; for the world as they will find it—a world in which it is a privilege as well as a necessity to work, and in which work, animated and directed by the power which comes from a well-trained mind, cannot fail of its just appreciation and reward.

There are many other advantages which would accrue from the introduction of manual training into the public schools, but to which only the briefest allusion can be made in this place. Not the least of these advantages would be the larger degree of confidence and support which the schools would receive from the general public. It is useless for us to conceal the growing dissatisfaction with many of the features of the public school system. Some of these objections are, no doubt, ill-founded; but there are others to which no valid answer can be made. What the people want is schools more in accordance with the real needs of society and the principles which the advance of scientific methods of instruction demands. Nearly every city experiences difficulty in getting the appropriations which are necessary to keep pace with the growth of population and the improvement of the schools. I believe a larger degree of sympathy and support for the public schools would be obtained, if we could only make up our minds to set aside the antiquated and useless work that is required of pupils, and substitute in place of it more rational methods of development and training. I have no doubt also that the period of school attendance would be considerably prolonged by such a course. The lament in every large city is that the mass of the children spend so little time in the schools. The tens of thousands are in the primary grades; the few thousands in the upper grades and high schools. The people, I think, would be quick to discover the advantages of giving their children more education, if this

education could be made better in quality, which is equivalent to saying more available for the practical uses of life. I am convinced that the introduction of manual education would do more to rid the schools of tasks upon which the time of the pupils now runs to waste than anything we could do for them. The eight years of the common school course should certainly yield better results than are now obtained. A great deal that we persist in regarding as absolutely essential will sooner or later have to be discarded, and the modification of the course of instruction, in accordance with the general principles here indicated, will, I am sure, tend to hasten the coming of this better day.

A WORD FOR CEREMONIALS.

A note in the *University Extension Journal* of the present month draws attention to the value and use of ceremonials in educational work. "In the rush and hurry of this advertising age," the writer well remarks, "it is often necessary to multiply evidences of existence," and we think that the hint is one which might with advantage be impressed upon many of our readers. It can, indeed, hardly be questioned that we live in an advertising age, and provided we steer clear of the evils of advertising, provided we do not misuse the opportunities of publicity which it involves, we think that "the multiplication of the evidences of existence," to use the writer's happy phrase, is a matter that deserves the best attention of private schoolmasters. Ceremonial opportunities, such as school concerts, the distribution of prizes, perchance a public lecture occasionally, if employed wisely and judiciously, afford excellent occasions for carrying out the advice of the writer. Few of us, even the best and the oldest established, can quite afford to live upon our reputations or to do our own work in an out of the way corner, where no man beholds us. All work that is good work need be in no fear of publicity, and the more it is known the more it is sure to be appreciated. But, besides the purely advertising aspect of the question, the occurrence of these occasions is of the greatest value for the maintenance of an *esprit de corps*, for the interchange of opinion, for the meeting of friend with friend, or for the formation of new friendships. At the same time the effect produced on the pupils themselves is usually excellent. They are encouraged to do their best, and a boy must think rather more of the value of hard work when he receives his reward from the hands of some public man, or some great lady, in the sight of all his schoolfellows, than if, as is too often the case, he goes quietly to the head master's study for his prize, or receives it, as sometimes happens, by the parcel post. Mr. Bagehot somewhere lays much emphasis on the ceremonial habits of Englishmen,

and he adduces much evidence in his support. It would certainly be well if schoolmasters and others made fuller use of this trait in our national character, and employed to good purpose the manifold advantages which it presents to those who are able to make good use of them.—*The Private Schoolmaster.*

WORDLORE, AND NOTES FROM BOOKS.—III

The following are passages I marked in Cooke's edition of the *Poetical Works of Waller.*

Debut. His *debut* both in politics and poetry was early and splendid; for he was chosen member of Parliament in his eighteenth year. *Life of Waller.*

Recollect. He was permitted to *recollect* himself in another country, or in plain words he was banished.—*Ib.*

"He sometimes retains the final syllable of the preterite, as *amazed, supposed*; of which I know not whether it is not to the detriment of our language that we have totally neglected them."—Johnson's *Life of Waller.*

"The reader needs be told no more in commendation of these poems than that they are Mr. Waller's—a name that carries everything in it that is either great or graceful in poetry. He was indeed the parent of English verse, and the first that showed us our tongue had beauty and numbers in it. . . . . It is a surprising reflection that between what Spencer wrote last and Waller first there should not be much above twenty years distance; and yet the one's language like the money of that time is as current now as ever; while the other's words are like old coins, one must go to an antiquary to understand their true meaning and value. Such an advance may a great genius make when it undertakes anything in earnest.—From the *Preface to the Second part of Waller's Poems,* 1690.

Such was the extravagant estimate of Waller even when Dryden's fame was at its height. Though Waller is little read now, the following lines from a little-known piece may be given as an instance of what Pope describes as his sweetness :—

"The lark that shuns on lofty boughs to build
Her humble nest, lies silent in the field;
But if (the promise of a cloudless day)
Aurora smiling bids her rise and play,
Then strait she shows 'twas not for want of voice,
Or power to climb, she made so low a choice;
Singing she mounts; her airy wings are stretched
Towards heaven, as if from heaven her note she fetched."

—*On the Queen* (*about* 1635).

The Queen was the wife of Charles I. There are 62 lines more, all poor stuff.

Some sprightly verses *To Phyllis*, too long to quote here, would pass for a song written in the present day.

The following are examples of his Metaphors.—

Nor scorn nor cruelty does find
But gladly suffers a false wind
To blow the ashes of despair
From the reviving brand of care.
—*To Van Dyck.*

So like the chances are of love and war
That they alone in this distinguished are,
In love the victors from the vanquished fly;
They fly that wound, and they pursue that die.
—*To a Friend.*

In the *Battle of the Summer Islands* I have marked:—

The sweet palmettos a new Bacchus yield
With leaves as ample as the broadest shield,
Under the shadow of whose friendly boughs
They sit carousing where their liquor grows. . .
Tobacco is the worst of things which they
To English landlords, as their tribute, pay. . .
With candyed plantains and the juicy pine,
On choicest melons and sweet dates they dine
And with potatoes fat their wanton swine.

Readers of Milton will find parallels for the following:—

The shallow water doth her force infringe
And renders vain her *tail's* impetuous *swindge*. *
—*Summer Islands.*

To light this torch thou hast climbed higher
Than *he who stole celestial fire.* †
—*To Mr. G. Sandys on his translation of some parts of the Bible.*

As their small gallies may not hold compare,
With our *tall ships*, whose sails employ more air.
—*To Sir Thos. Higgons.*

Should Nature's self invade the world again.
And o'er the *centre* spread the liquid main.
—*To the King on his Navy.*

As a church window, thick with paint,
Lets in *a light but dim* ‡ and faint.
—*To Mr. Henry Lawes, who had then newly set a song of mine, in the year 1635.*

Since thou wouldst needs (bewitched with some ill charms)
Be buried in those *monumental* § arms.
—*To a Lady married to an old Man.*

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* *Ode on the Nativity*, 172. † *Par. Lost.* IV., 719. ‡ *Il Penseroso*, 160. It was to the same Henry Lawes that *Comus* was dedicated. § Commentators have differed as to the meaning of '*Monumental* oak,' *Il Penseroso*, 135 "Aged," as here, is probably what Milton intended.

Waller's use of the following words is noteworthy:—

Artisan for *artist*:

Rare *artisan*! whose pencil moves
Not our delights alone, but loves.

Balance: —*To Van Dyck.*

Heaven that hath placed this Island to give law,
To *balance* Europe, and its states to awe.

Banquet: —*To the Lord Protector.*

Then shall my love this doubt displace,
And gain such trust, that I may come
And *banquet* sometimes in thy face,
But make my constant meals at home.

Democratical: —*To Chloris.*

No monarch rules this universe,
But chance and atoms make this All
In order *democratical*.

Treacle: —*To Mr. Evelyn.*

Your viper's *treacle* yield, and scorpions oil.

—*To the King.*

Off Suez.
21 *May*, 1890. J. B.

UNIVERSITY OF MADRAS.

SUBJECTS FOR THE EXAMINATIONS OF 1891-92 AND 93.*

MATRICULATION EXAMINATION—1891.

BRANCHES I. II. & IV.—ENGLISH AND CLASSICAL LANGUAGES, &c.

English.

Selections to be published by the University.

Sanskrit.

Selections to be published by the University.

Greek.

Euripides. Hecuba.
Xenophon. Anabasis, bk. III.

Latin.

Ovid. Metamorphoses, bk. II., lines 1 to 339 bk. VI., lines 148 to 312; bk. VIII., lines 183 to 359 and 618 to 724; bk. X. lines 1 to 77 (as in Bradley's Ovid's Metamorphoses by John T. White).
Q. Curtius Rufus. De gestis Alexandri, bk. III.

Arabic.

Intiqab-e-Nafhat-ul-Yaman, first half.
Nasir-ul-tullab, first half.

Persian.

Hikayet-e-Yusuf-Shah (S.P.C.K. Depôt).
La, ali-e-manzumah, first half (Government Book Depôt).

BRANCH IV.—GENERAL KNOWLEDGE.

(a) Elements of Physics. Balfour Stewart's Physics (Science Primer Series).
(b) Elements of Chemistry. Roscoe's Chemistry (Science Primer Series).

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* The M. A. Subjects and the Vernacular and Modern Languages will be given in the next issue.

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FIRST ARTS EXAMINATION—1892.

BRANCHES I. II. V. & VI.—ENGLISH & CLASSICAL LANGUAGES, &c.

English.

Shakespeare. A Midsummer Night's Dream.
Milton. Paradise Lost, bk. I.
Scott. Lay of the Last Minstrel, Cantos IV., V. and VI.
Macaulay, Essay on Addison.
Sir Alfred Lyall. Warren Hastings ("Men of Action" series).

Sanskrit.

Raghuvamsa, cantos 3 to 6, 10 and 11.
Bhojacampu. Sundarakanda.

Greek.

Sophocles. Electra.
Herodotus, bk. VIII.

Latin.

Vergil. Georgics, bk. I.
Horace. Ars Poetica.
Cicero. De Amicitia.
Livy. bk. XXII., chaps. 1 to 40 (inclusive)

Arabic.

Nafhat-ul-Yaman, chaps. 3 and 4.
Alf-Laila, 1 to 30 nights.

Persian.

Gulshan-e-Saadat (Nizam-ul-matabi Press, Madras.).
Devan-e-Hafiz. Radifs Aliph to Jim.

BRANCH V.—ELEMENTS OF HUMAN PHYSIOLOGY.

Huxley's Elementary Lessons in Physiology (Lessons I. to VII.)

BRANCH VI.—HISTORY AND GEOGRAPHY.

(b) and (c) Schmitz Ancient History.

B.A. DEGREE EXAMINATION—1892-93.

BRANCHES I. II. III. IV. & V.—ENGLISH & CLASSICAL LANGUAGES, &c.

English.

Chaucer. The Prologue, line 531 to the end.
Shakespeare, Macbeth.
Milton. Comus.
Bacon. Advancement of Learning, bk. I.
DeQuincey. Papers on Goethe and on Schiller (collected works, Vol XV).
Mill. On Liberty.

Sanskrit.

Mahavira charitra.
Harsha charitra, chaps. 4 to 6.

Greek.

Æschylus. Choëphoroe.
Plato. Phædo.

Latin.

Plautus. Captivi.
Juvenal. Satires VIII. and X.
Tacitus. Annals, bk. VI.
Cicero. Pro Milone.

Arabic.

Maqamat-e-Hariri, Maqams 1 to 20.
Mutanabai, pages 1 to 90 (Bombay edition).

Persian.

Puvar-e-Suhaili, chaps. 1 to 5.
Devan-e-Ghani.

OPTIONAL BRANCHES.

Branch II.

i. (a) Balfour Stewart's Lessons on Elementary Physics.
(b) Valentin's Inorganic Chemistry. Miller's Elementary Chemistry. Jones' Owen's College Junior course of Practical Chemistry.

ii. (A) (a) Todhunter's Mechanics for Beginners.
(b) Ganot's Elementary Treatise on Physics. Deschanel's Natural Philosophy.

ii. (B) Fowne's Manual of Chemistry, last edition. Valentin's Qualitative Analysis.

Branch III.

[The text-books mentioned in this branch are merely recommended to students; the examination will not necessarily be confined to them.]

i. Huxley and Martin's Elementary Biology, 1888 edition. The article "Biology" in the 9th edition of the Encyclopædia Britannica (reprinted in Huxleys' Invertebrata).

ii. (A) Prantland Vine's Text-book of Botany. Sach's Text-book of Botany, 2nd edition. Asa Gray's Botanical Text-book, 6th edition. Oliver's First Book of Indian Botany. Practical Botany by Bower and Vine.

ii (B) Foster and Langley, Practical Physiology. Hand-book of the Physiological Laboratory. Ferrier's Functions of the Brain. Foster's Text-book of Physiology. Bell's Comparative Physiology and Anatomy. Klein's Elements of Histology, Schäfer's Essentials of Histology. Power's Human Physiology.

ii (C) Clau's Text-book of Zoology, English translation. Gegenbaur's Elements of Comparative Anatomy. Marshall and Hurst, The Frog, 3rd edition. Marshall and Hurst, Practical Zoology, 2nd edition. Wiedersheim's Comparative Anatomy of Vertebrates. Huxley's Anatomy of Vertebrata. Certain of the Zoological articles in the Encyclopædia Britannica, 9th edition may also be read with advantage.

ii. (D) Geikie's Text-book of Geology. Medlicott and Blanford's Manual of the Geology of India, or failing that, Blanford's reprint of the Introductory Chapter to the same. Nicol's Elements of Mineralogy. Nicholson's Manual of Palæontology. Geikie's Field Geology.

Branch IV.

ii. *History of Philosophy.* Pre-Socratic Greek Philosophy. The Later Natural Philosophers. Empedocles. Anaxagoras. Leucippus and Democritus.

iv. *History of Ethics.* The History of moral philosophy in Greece previous to Aristotle, with a special study of the ethical teaching of the *Republic.*

Branch V.

ii. (*a*) Maine's Ancient Law. Early History of Institutions and Village Communities.

(*b*) P. V. Smith's History of English Institutions. Creasy's Constitution of the Britannic Empire. Stubb's Select Charters, part I.

iii. The Student's Gibbon; Bryce's Holy Roman Empire.

iv. (*a*) The Reign of the Empress Maria Theresa.

vi. Fawcett's Manual of Political Economy, bk. I., chaps. 1 to 8; bk. II., chaps. 1 to 7 and chap. 12; bk. III. chaps. 1 to 13; bk. IV., chaps. 1 to 7.

L.T. DEGREE EXAMINATION.—1892.

II. History of Education.

Plato's Theories of Education as set forth in "The Republic."

B.L. DEGREE EXAMINATION—1893.

Equity Jurisprudence.—Snell's Principles of Equity. Story's Equity Jurisprudence.

Hindu Law.—Mayne on Hindu Law and Usage.

Muhammadan Law.—MacNaughten's Principles and Precedents of Muhammadan Law.

Criminal Law.—Mayne's Commentaries on the Indian Penal Code.

General Jurisprudence.—Lindley's Introduction, part I., excepting chaps. 4, 5, and 6; part II., chaps. 1 and 2 and the 1st division of chap. 3, with the corresponding notes of the Translator in the Appendix.

Theory and Law of Property.—Stephen's Commentaries on the Laws of England, the Introduction excepting section IV., bk. I., bk. II, part 1, excepting chapters XIX., XXI., XXII., and XXIV., bk. II., part 2, excepting chap. VI.

Contracts.—Pollock on Contracts.

Torts.—Collett on the Law of Torts and Measure of Damages.

Evidence.—Best's Principles on the Law of Evidence and Stephens' Introduction to the Indian Evidence Act.

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M.L. DEGREE EXAMINATION—1893.

The text-books recommended to candidates for the M.L. Degree in addition to those recommended in the corresponding subjects for the B.L. Degree are:—

General Jurisprudence. Austin's Jurisprudence.

Theory and Principles of Legislation. Bentham's Theory of Legislation.

Mercantile and Maritime Law. Smith's Compendium by Dowdeswell. Maclachlan's Treatise on the Law of Merchant Shipping. Tudor's Leading Cases on Mercantile and Maritime Law. Arnould's Marine Insurance.

The Theory and Law of Property and Obligations. Williams' Principles of Real Property. Williams' Principles of Personal Property. Lewin on Trusts. Dart's Vendors and Purchasers. Goddard on Easements. Smith's Leading Cases on Common Law. White and Tudor's Leading Cases in Equity. Bigelow's Leading Cases on Torts.

The following cases from Tudor's Leading Cases on the Law of Real Property:—Attorney-General *v.* Sir George Sands. Bowle's (Lewis) Case. Cadell *v.* Palmer. Bradley *v.* Peixoto. Clun's Case. Doe Hiscocks *v.* Hiscocks. Forbes *v.* Moffat. Morley *v.* Bird. Richardson *v.* Langridge. Rouse's Case. Seymor's Case.

Constitutional History. Hallam's Middle Ages, chap. 8. Hallam's Constitutional History. Bagehot's English Constitution. Dicey's Constitutional Law.

Roman Law. Sandar's Justinian. Lord Mackenzie's Studies on Roman Law.

Private International Law. Wharton.

Public International Law. Hall.

Hindu Law. The Mitakshara and the Dayabhaga (Stokes' Hindu Law Books). Leading Cases decided by the High Courts of Bengal, Madras, Bombay, and Allahabad, and of the Privy Council. Maine's Ancient Law.

L.S.Sc. DEGREE EXAMINATION 1893.

Chemistry. Roscoe's Lessons in Elementary Chemistry. Wanklyn's Water Analysis. Hassal on Food and its Adulterations.

Physics. Balfour Stewart's Elementary Physics. R. A. Scott on "Elementary Meteorology. Buchan's Hand-book of Meteorology. Atkinson's Ganôt's Natural Philosophy for Beginners.

Sanitary Law. Manuals for Public Officers of Health and Hand-book for Inspectors of Nuisances by Michael Corfield. Wanklyn's Manual of Public Health, edited by Ernest Hart. The different Sanitary Acts passed by the Government of India. The Sanitary clauses of the Penal Code.

Vital Statistics. Parkes' Manual of Practical Hygiene. King's Manual of Hygiene. Article on Medical Statistics in the Cyclopædia of Anatomy and Physiology. Report of Famine Commission. Madras Census Reports of 1871 and 1881.

Sanitary Engineering and Sanitation. Latham's Sanitary Engineering. Haskool's Water Works, Sewers, Sewerage, and Irrigation. Krepp's Sewerage Questions. Carfield on Dwelling Houses. Galton on the Construction of Hospitals. Jones' Manual for District and Municipal Boards.

General Hygiene. Parkes', King's, and Wilson's Manuals. Moore's Public Health Manual for Ireland. Noel Hartley's Manual of Health.

General Pathology. Hooper's Vade-Mecum. Aitkin's Practice of Medicine. Klein's Microorganisms and Disease.

(By order.)

W. H. WILSON, Ph.D.,
Registrar.

Senate House, 16th May 1890.

RULES APPLYING TO THE ADMISSION

OF VARIOUS CLASSES OF CANDIDATES TO THE SPECIAL TESTS AND TO SUPERIOR APPOINTMENTS IN THE PUBLIC SERVICE.

Graduates.

Graduates of any University in the British Empire are eligible to appear for all the Special Tests without restriction, and for admission to all appointments in the Public Service for which such tests may be prescribed. They are exempted, however, from passing the Précis-writing Tests, and if Bachelors of Arts of the Madras University from passing also the Translation Test Lower Grade, in the language which was their optional language in the B.A. Degree Examination if such language is the vernacular of the district in which they seek employment. After the 31st December 1893, however, graduates of any British University will be required, if natives, to pass the Translation Test in Branch I. of the Upper Secondary Examination, and if Europeans or Eurasians, the Translation Test in Branch II., Section B of the same examination, before they can be admitted to appointments classed as 'superior' in Article 435 of the Civil Service Regulations, 1st Edition, carrying a salary of Rs. 15 per mensem and upwards.

Candidates who have passed the First in Arts Examination.

2. Candidates who have passed the First in Arts Examination of the Madras University are now eligible to appear for any of the Special Tests, but after the 31st December 1893, they will not be allowed to appear for the Revenue Test, Higher Grade. They are not exempted from passing any of the Special Tests, and, like graduates, will be required after the 31st December 1893 to pass the Translation Test in Branch I., or in Section B, Branch II. of the Upper Secondary Examination, according as they are natives or Europeans and Eurasians, before they can be admitted to 'superior' appointments in the Public Service.

Candidates who have passed the Matriculation Examination or the Middle School Examination in the first class.

3. Candidates who before the 31st December 1890 have passed the Middle School Examination in the first class or the Matriculation Examination will be eligible for admission to superior appointments in the Public Service up to the 31st December 1893, if, in the case of Matriculates, before that date they have passed also the Handwriting Test. Such candidates may appear for any of the Special Tests, except the Revenue Test, Higher Grade, up to the 31st December 1893.

Candidates who have passed the Upper Secondary Examination.

4. 'Passed candidates' in the Upper Secondary Examination, that is to say candidates who have passed in all the compulsory branches, including one vernacular of Southern India and in three optional branches, and have satisfied the examiners in the *viva voce* portion of the test under Branch I. of the examination, may appear for any of the Special Tests up to 31st December 1893, and after that date for any except the Revenue Test, Higher Grade, and Judicial Test, Criminal, Lower Grade. Subject to such requirements and to such conditions as may be prescribed for employment in particular departments, 'passed' candidates in the Upper Secondary Examination will be eligible for admission to all superior appointments in the Public Service, except such as may, by operation of the Special Test rules, be restricted to graduates and to candidates who have passed the First in Arts Examination of the Madras University.

(By Order) E. H. ELLIOT,

Secretary to the Commissioner for the U. C. S. Examinations.

GOVERNMENT SCHOLARSHIPS.

B.A. Degree Examination.

I. Eight scholarships, of the value of Rs. 30 each, tenable for two years, will be awarded on the results of the examinations in the Language Branch and in the Optional Branches of the Examination for the degree of Bachelor of Arts, to enable promising students to pursue their studies to the M.A. Degree in Branch I, in Branch II-A, or II-B, in Branch III-A or III-B, in Branch IV, in Branch V, or in Branch VI (English). One scholarship will be allotted to Branches I, IV and V, and two each to Branches II and III; but the Director may allot a scholarship not appropriated for one branch to a student in another branch. The conditions subject to which the award will be made are—

(1) The candidate must have taken a first class in Language to be eligible for the English scholarship, a first class in Branch IV or V to be eligible for scholarships for these Branches; or a first or second class in Branches I, II, or III to be eligible for the M.A. Branches concerned.

(2) He must submit his application through the Principal of the First-grade College in which he intends to study within six months of his finally qualifying for the B.A. Degree.

(3) He must bind himself by written covenant, to be approved by the Director—(a) to place himself under the control of the Principal of the College and of the Professor who is to direct his studies; (b) to pursue his studies continuously and diligently for two years; (c) to appear for the M.A. Examination in the branch selected; (d) to assist the Professor when called on to do so as a demonstrator or otherwise at his regular lectures; (e) to hold no appointment carrying a fixed stipend during the term of his scholarship.

(4) Only Rs. 25 will be paid monthly, the accumulated balance being paid to the scholar on his qualifying for the M.A. degree.

(5) The scholarship may be held in any First-grade College within British territory in this Presidency, provided the selection is approved by the Director. Scholarships in Branches I, IV, V and VI, may with the sanction of the Director be held during part of the term of two years at the Teachers' College. Facilities will be afforded to scholars in the other branches to undergo training during the tenure of the Scholarships.

(6) The scholarship will be liable to forfeiture for absence without leave, disobedience, idleness, misconduct, or any other good cause.

(7) The scholarship shall run from the date of the scholar joining the college selected.

II. Eight scholarships of the value of Rs. 20 each, tenable for 18 months from the 1st July in each year, may be given to students, who, having passed in Optional Branch I (Mathematics) in the first or second class, forthwith pursue their studies in Branch II or in Branch III of the B.A. Examination in view of passing in the same before they proceed to the degree of Bachelor of Arts. The conditions subject to which the award is made are—

(1) The application must be submitted within three months of the publication of the results in Branch I.

(2) The candidate must bind himself by written contract to pursue, in a college in British territory, approved by the Director, his studies continuously for eighteen months in the branch selected and to pay all ordinary fees. The Director may permit the scholar to pursue his studies in the Medical, Engineering, or Teachers' College, provided he binds himself to appear for examination in the optional branch selected.

(3) Only Rs. 15 will be paid monthly to the scholar, the accumulated balance being paid to him on his passing in the additional Optional Branch selected.

(4) The scholarship will be liable to forfeiture for absence without leave, disobedience, idleness, misconduct, or any other good cause.

First in Arts Examination.

III. (1) Sixteen scholarships of the value of Rs. 15 each, or of Rs. 20 each in the case of women whose parents do not permanently reside in the district in which the college in which they are to study is situated, will be awarded on the results of the First Exam[illegible] in Arts held in December of each year under the following regulations.

(2) The candidate must have been a pupil, or, in the case of women, a schoolmistress or pupil at the time of the examination and for one year previously in some institution in British territory connected with the Madras Educational Department. This rule will, however, in special circumstances be relaxed in the case of students of colleges in native territory and in the case of native female candidates.

(3) The claims of female candidates shall be preferred to those of male candidates; and among male candidates, the scholarships not appropriated to female candidates shall be distributed in order of merit between the following classes: Muhammadans, not being Mappillas; Mappillas; Uriyas; the classes included in article 6 of chapter II of the Grant-in-Aid Code; provided that their parents or guardians do not permanently reside in or near a town having a First-grade College, and provided that if the scholarships are not wholly appropriated to the above classes, the remaining scholarships may be given in order of merit to candidates of the other classes of the community belonging to districts not having a First-grade College.

(4) At the time of the examination, the age of the candidate must not exceed 21 years.

(5) The candidate must engage to prosecute his studies up to the B.A. degree in some college in British territory connected with the Madras Educational Department in which satisfactory provision is made for educating students up to the B.A. standard. Having once selected an institution, he will not be permitted to alter his selection unless the circumstances are very special. An application to change must be supported by a recommendation from the Principal of the College first selected. A candidate will be deemed to have made his selection on signing his name in the admission register of the college he seeks to enter. The Director may permit scholars to pursue their studies in the Medical or Engineering College provided they bind themselves to appear ultimately for the B.A. degree examination.

(6) A scholarship will be tenable for two years, but will be liable to be forfeited for idleness or misconduct.

IV. To every student, holding a scholarship under articles I, II and III, who attends the School of Arts at the prescribed class hours regularly to study for the Preliminary Higher Examination in Drawing will be paid an additional monthly scholarship in value equivalent to one fifth of the scholarship drawn by him under the above articles, and such scholarship will be supplemented by a sum equal to 50 per cent. of the amount drawn by him as scholarship under this rule on the holder's obtaining a complete certificate in drawing. These scholarships shall be tenable for two years. A student shall not be eligible for an additional scholarship unless he has passed the Middle School test in drawing or a test of similar standard and unless he applies for a schorlarship within six months of his receiving a scholarship under Articles I, II or III.

V. (1) Thirty-two scholarships, to be distributed as noted in the margin, of the value of Rs. 10 each or Rs. 15 in the case of women whose parents or guardians do not permanently reside in the district in which the college selected is situated, will be awarded on the results of the Matriculation Examination held in December of each year under the following regulations, provided that, if the scholarships allotted to one class are not fully appropriated by that class, the vacant scholarships may be awarded in order of merit, to candidates belonging to any of the other classes marginally noted, the preference being given to female candidates.

Matriculation Examination.

	RS.
Muhammadans, not being Mappilas ...	6
Mappillas	2
Uriyas	2
Classes included in article 6, chapter II of the Grant-in-Aid Code.	8
Women	14

(2) The candidate must have been a pupil at the time of the examination and for one year previously in some institution recognized by the Director of Public Instruction. This rule will, however, in very special circumstances, be relaxed in case of native female candidates of High Schools in native territory and in the case of native female candidates.

(3) At the time of the examination, the age of the candidate must not exceed nineteen years.

(4) In the event of there being several candidates, the scholarships will be awarded to the candidates who stand highest among the classes concerned in the list

(5) The candidate must engage to prosecute his studies for the F. A. Examination in some college or school in British territory connected with the Madras Educational Department in which satisfactory provision is ma[illegible] educating students up to the F. A. standard. The provisions laid down in [illegible] sentences of Rule II (6) apply to these students also.

(6) In the event of his failing to pass the F. A. Examination at the end of two years, the scholarship will be forfeited.

(7) In the event of his obtaining a place in the second class at the F. A. Examination, the scholarship will not be increased, but will be tenable for two years longer, during which period the scholarship-holder must prosecute his studies for B. A. degree in some college in British territory connected with the Madras Educational Department in which satisfactory provision is made for educating students up to the F. A. Examination subject to the proviso in Rule III (7).

(8) In the event of his obtaining a place in the first class of the F. A. Examination, the scholarship will be raised from Rs. 10 to Rs. 15, or to Rs. 20 in the case of female students whose parents or guardians do not reside in the district in which the college is situated.

(9) A scholarship will be liable to be forfeited at any time for idleness or misconduct.

(10) In case of the death of a scholar within the first term, the scholarship will be awarded to the next Matriculated student in the examination list provided he fulfils the conditions generally, and in the matter of age, was within the limt at the time of examination, and submits his application within thirty days of the death of the scholar.

VI. Thirty-two scholarships of the value noted in the margin, tenable for three years, will be given on the result of the Middle School or Lower Secondary Examination in each year to enable female students of the classes concerned to pursue their studies to the Entrance Examination of the Madras University or to the Upper Secondary Examination. The scholarships shall be distributed as noted marginally in order of merit among the several classes, provided that if all the scholarships awarded to one class are not appropriated by that class, the unappropriated scholarships may be distributed in order of merit among the other classes.

Lower Secondary Examination.

First year ... ... Rs. 5
Second do. ... ... „ 6
Third do. ... ... „ 7

8 Hindu students.
8 Muhammadan students.
8 Native Christian students.
8 Students belonging to the classes included in article 6 of chapter II of the Grant-in-Aid Code.

The conditions for award are as follow :—

(1) The candidate must ordinarily, at the time of examination, have been a pupil for at least one year in a recognized or aided school or home class.

(2) The age of the candidate must not, except in the case of Hindu and Muhammadan widows, exceed 16 years at the date of the examination.

(3) The candidate must bind herself to prosecute her studies in a High School in British territory recognized by the Director of Public Instruction.

(4) A scholarship will be reduced, suspended, or forfeited for idleness, misconduct or irregularity of attendance.

(5) The scholar shall not undergo training as a schoolmistress during tenure of the scholarship.

VII. Sixty-four scholarships of the value noted in the margin, tenable for three years, will be given on the results of the Primary Examination in each year to enable female students of the classes noted in Article VI to pursue their studies to the Lower Secondary Examination. The scholarships shall be given preferentially to Hindu and Muhammadan students.

Primary Examination.

First year ... ... Rs. 2
Second do ... ... „ 3
Third do ... ... „ 4

The conditions of award shall be as follows :—

(1) as in VI (1).
(2) as in VI (2) substituting "13" for "16."
(3) as in VI (3) substituting "Secondary" for "High."
(4) as in VI (4).
(5) as in VI (5).

VIII. A scholar receiving a stipend under this Notification may not, without the special sanction of the Director, hold any other scholarship provided wholly or partly by Government, under such scholarship has been gained as a prize under Science, Art, Industries and Commerce Notification. Such sanction will only be accorded in very special cases, or for distinguished merit.

General

IX (1) Applications for all scholarships must be submitted through the Principal or Headmaster of the college or school from which the student went up to the examination.

(2) The list of scholars appointed will be notified in the *Fort St. George Gazette*

(3) All applications, except as expressly otherwise provided, must reach the Director's office within twenty-one days of the publication of the results of the examination concerned.

(4) No scholarship will be given to a paying student who has not paid his school fees in due course for the first and second terms of the year concerned as required by the School Fee Notification. An application for a scholarship must be supported by a certificate from the head of the institution concerned that the fees had been thus paid and that the conduct of the applicant in the past year has been thoroughly satisfactory.

(5) Heads of colleges may grant leave on full pay to scholars who are absent in consequence of severe sickness, for a period not exceeding a month, but if the leave exceeds this period, no allowance is to be granted for the excess period. Casual leave without loss of pay may be granted for good and sufficient reasons for a period not exceeding ten days, provided such leave does not immediately precede or succeed gazetted holidays.

Office of the Director of Public Instruction, Madras, 18th June 1890.

H. B. GRIGG,
Director of Public Instruction.

PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION.

Average attendance, &c., in Arts Colleges.—The average number on the rolls during a month should be found by adding together the number on the rolls on each day the college was open during the month and dividing the total by the number of such days. The average attendance should be found by adding together the number present on each day and dividing the total by the number of working days. Absence for half a day in colleges in which attendance is recorded by half days need not be taken into account, nor days on which the college was virtually closed owing to bad weather or other accident.

The average for the year in each case is to be determined by adding together averages for each month and dividing the same by the number of months the college was in session, any month not having ten session days in it being omitted from the reckoning.—*Pro. No. 5983 of 12th June 1890.*

Sarah Tucker Institution, Palamcottah.—There is a slight increase in the number of Normal students, from 67 to 73, but as yet it would appear that Normal students are not clearly distinguished from ordinary students that receive only general education. The number of *bonâ fide* Normal students is less than that indicated by the figure entered in the tabular report. The suggestions made by Miss Carr in para. 2 of her letter that the number of *bonâ fide* Normal pupils should be limited to 40 is endorsed. The classes as constituted at present are reported to be unwieldy.

All the Normal students but three belonged to the Tinnevelly district. Of the three exceptions, two came from Ceylon and one from Travancore; but none of them had any schools to return to after the completion of their training. It is regretted that out of sixteen students that left the school last year only four succeeded in obtaining employment as teachers on small salaries ranging from Rs. 3 to Rs. 8 per mensem. This fact also bears out the statement of Miss Carr that the Normal and Practising departments are not so clearly marked as they should be. The Practising department should be organized as a distinct institution, and all pupils who do not receive systematic training and do not intend becoming teachers should be excluded from the Normal department. Great care should also be exercised in the selection of students for admission into the school.

The results of the public examinations of 1889 were very creditable to the teaching staff, which is efficient. The fact that all the seven students who appeared for the Middle School examination in English were successful speaks well for the progress the pupils have been making in that language. At the practical

examination also all the seventeen students tested acquitted themselves fairly well. But the defects in teaching which Miss Carr has specifically pointed out in para. 4 of her letter and in the tabular report demand the careful attention of the Manager. Her suggestions in paras. 5—8 as regards criticism lessons, physical exercises, note-books, and map-drawing, &c., should be given effect to.

The results of the various standards of the Practising department at the results grant examination conducted by the Sub-Assistant Inspector were satisfactory. But the number of pupils presented for examination was rather poor.

It is gratifying to note that the majority of the teachers are persons of experience who take real interest in their work. The attention of all the teachers should, however, be drawn to the remarks of the Inspectress on page 7 of the report. Gnanasikhamoni and S. Mathusam should especially try to remedy the drawbacks pointed out. The names of two English ladies besides that of the Manager is entered in table (2), but it is not stated what part they actually take in the teaching work.

Normal certificates will be awarded in separate Proceedings to all the candidates recommended.

It is very desirable that a good library of English works should be opened in the school. Aid will be given from Provincial funds.

The opening of a Matriculation class is noted with satisfaction. The Director is also glad to learn that the Manager intends opening Upper Secondary classes at an early date. The introduction of the study of English has so far proved successful and the Managers are to be congratulated on the promise which the institution gives of even greater usefulness than in the past.—*Pro. No. 5205 of May 25th 1890.*

Presentation Convent Schools, Vepery.—*Special School.*—The expenditure for the financial year (1889-90) is entered as Rs. 4,959-4-3, which is considerably less than that of the previous year. In the report explanation is offered for the decrease. The income from fees shows a slight decrease. The strength rose from 70 to 92, and it is satisfactory to note that a Sixth class was formed, and that the Fifth and Upper Fourth classes improved much in strength. The general condition of the school was creditable to the teachers, who are reported to have done good work. The Director, however, regrets that Sister Angela has not yet qualified for an Ordinary certificate. This was pressed upon the attention of the Manager last year. Mrs. Brander's suggestion as to the mode of preparation of notes of lessons should be given effect to.

The results of the public examinations—Special Upper Primary excepted—were very creditable to the teachers concerned. At inspection also satisfactory results were produced. The few defects noticed in table (g) should be removed.

Amalgamated Pay and Free Schools.—The estimated expenditure of this school is set at Rs. 5,160, which is in excess of that of the previous year, owing to the increase of the teaching staff and establishment. The attendance has fallen again. The Director endorses the remarks of the Inspectress on page 7 of the Tabular Inspection Report regarding preparation of lessons and notes. He also endorses Mrs. Brander's recommendation regarding the employment of an additional teacher in drill to help Miss Donovan. Sister Mary, who is young, should be required to pass some examination and qualify technically as well. As in the special school, the results in this school were creditable to the teachers. At the Inspectress' examination the results were fair.

The efficient and energetic way these schools are conducted reflect great credit on the management.—*Pro. No. 5778 of 7th June 1890.*

Presidency Training School for Mistresses.—The first of the letters above read is the report of the Superintendent for the official year 1889-90. Mrs. Brander examined the school in December as in the previous year. The instructions given in para. 2 of Proceedings, No. 5114, dated 19th June 1889, as regards the date of inspection, were not followed owing to her tour in the Northern Circars. [illegible] only a single change in the staff consequently on the resignation of M[illegible] whose place Miss Sarguner, a trained Matriculate from Nazareth, [illegible]ed. The Director is glad to learn that two of the Assistants, Miss [illegible] and Miss Sargunar, appeared in two of the branches in the Sub-Assistants' tests and that [illegible]cessful in one branch. Their completion

of the tests will be very advantageous to them in making them eligible for more responsible work. Others will, it is hoped, follow their example. Miss Pratt has not stated how many of the teachers have appeared for the Upper Secondary examination. It is hoped that effect is being given to the instructions conveyed in Proceedings No. 1180, dated 19th December 1889.

There were 44 Normal students on the 31st March against 42 in the previous year. They were distributed in the manner noted in the margin according to classes of population. The number of caste Hindu pupils remained stationary, but the increase in Brahmans from 4 to 6 is very satisfactory. Four are widows and one is a former pupil of the Maharani's Girls' School, Mysore. There are [illegible] that the Brahman community feels [illegible] factory position with regard to the education of the females and it may not [illegible] ne reason be expected that its leaders will encourage female education. [illegible] tution will do a great service by turning out well-qualified Brahman mistres[illegible] re is no doubt that the absence of high caste female teachers in girls' schools [illegible] hitherto been one of the causes of the meagre advantage taken of them by the Brahman community. Madras as usual supplies the largest number of Normal pupils. The Director is glad to find that districts such as Godavari, Kistna and Bellary are also represented. This he believes is the result of the extension of the female inspecting agency to these districts. The Superintendent is reminded of the request in Proceedings, No. 5114, dated 19th June 1889, to furnish the Director with her views as to the possibility of providing suitable quarters for caste women within the precincts of the school. The full strength of the Normal department contemplated in the rules has not been reached and it is desirable that the number of caste Hindu teachers should increase.

	1889.	1880.
Europeans and Eurasians	16	19
Native Christians	9	8
Muhammadans	...	...
Brahmans	4	6
Other Hindus	13	11
Total ...	42	44

4. The results of the Normal pupils in the Higher Examination for women, the Middle School and Special Upper Primary examinations were not very satisfactory. Those of the examination last named were not creditable to the teachers concerned. The Superintendent offers no explanation, but probably the interruptions in school work in consequence of the continuance of building operations had something to do with the failure. The results of the School-management examination were however, encouraging. Seven passed the Second Grade Lower test out of nine entrances and five the Primary Grade, Higher, out of eight. The results refer to the June as well as to the December test. At Mrs. Brander's examination as usual the results were creditable. Twenty-seven were examined in teaching power and were all successful and 19 pupils received full Normal certificates. Mrs. Brander, however, notices a few defects in her report. She alludes to the want of energy and clear and audible speech, the bad habit of repeating right answers, and that of not allowing the pupils to complete the answers themselves, and also to certain defects in reading. These should receive every attention from the Superintendent. The Director fully endorses the remark of the Inspectress in para. [illegible] regarding the superior attainments in the art of teaching of those pupils who are able to devote their whole attention to Normal studies.

5. It is gratifying to learn that out of the 29 students who left during the year as many as 20 are employed on salaries ranging from Rs. 7 to Rs. 100. Mission schools, as might be expected, still absorb the largest number; but as the number of Government girls' schools is likely to increase still further, there will be a larger field for employment in this class of institutions.

6. The attendance in the English branch of the Practising department fell from 84 to 76 owing, it is said, to the want of sufficient accommodation. The results in the public examinations were good except those relating to the Special Upper Primary, at which only one passed out of five examined. The strength of the Native department advanced from 79 to 92. At the Special Upper Primary examination three passed out of eight, which result is poor, though it is satisfactory compared with that of the other branch.

7. The Director is glad to observe that the library has been well used and that systematic arrangements have been made for general reading. The [illegible] eat of the museum is also satisfactory.

8. The school has been working during the year under consider[illegible] advantages owing to the building operations that are being carried on.—*Pro. No.* 5776 *of 7th June* 1890.

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EDUCATIONAL NOTIFICATIONS.

GAZETTE NOTIFICATIONS.

Fort St. George Gazette, Tuesday Evening June 3, 1890.

Surgeon-Major W. Price, M.D., District Surgeon and Superintendent of Jail, Nellore, to act as Professor of Surgery and Clinical Surgery, Medical College *vice* Brigade-Surgeon Sibthorpe, promoted.

M.R.Ry. K. S. Rama Rao Avargal, B.A., Head Master, Government College, Calicut, to act as Third Lecturer, Kumbakonam College, during the employment of M.R.Ry. N. Vaidyanadha Aiyar, M.A., on other duty, or until further orders.

Fort St. George Gazette, Tuesday Evening, June 17, 1890.

M.R.Ry. P. Venkataramayya Avergal, Acting Asst. Inspector of Schools, has leave for three months.

Surgeon-Major W. R. Browne, M.D., Cuddapah, is appointed to be Professor of Surgery, Madras Medical College, *vice* Brigade-Surgeon C. Sibthorpe, promoted.

Fort St. George Gazette, Tuesday Evening June 24, 1890.

Mr. G. H. Stuart, M.A., is appointed to act as Professor of Mathematics, Presidency College, during the absence of M. R. Ry. P. Ranganadah Mudaliyar, Rai Bahadur, M.A., on furlough.

Mr. J. H. Stone, B.A., is appointed to act as Principal, Kumbakonam College, during the employment of Mr. G. H. Stuart, M.A.

Surgeon-Major T. H. Pope, M.D., is appointed to act as Professor of Medical Jurisprudence, Madras Medical College.

SIR T. MADHAVA RAU'S PRIZES.

The following rules for the award of Sir T. Madhava Rau's Prizes, which have been approved by Government, are published for general information.

1. Three prizes of the value of Rs. 20 each will be awarded annually subject to the conditions named below.
2. One prize of the value of Rs. 20, open to students of the Engineer and Engineer Subordinate classes, for the greatest proficiency in workshop practice.
3. One prize of the value of Rs. 20, open to students of the Engineer, Engineer Subordinate, and Survey classes, for the greatest proficiency in practical surveying, including both field work and plotting.
4. One prize of the value of Rs. 20, to the Mahratta Brahmin (a native of the Madras Presidency including its Native States) who displays the greatest proficiency in workshop practice, practical surveying or practical chemistry.
5. In the event of there being no Maharatta Brahmin displaying proficiency in any of these branches, the third prize will be awarded to the best student in practical chemistry.
6. Regularity of attendance will be taken into consideration in awarding the prizes.
7. The award of the prizes shall rest with the Principal, College of Engineering, subject to such subsidiary rules as may from time to time be enacted by the Director of Public Instruction.

J. F. PRICE,
Chief Secretary.

APPOINTMENT[illegible] LEAVE, &c.,

BY THE DIRECTOR [illegible]LIC INSTRUCTION.

Madrasa-i-Azam.—The Di[illegible] pleased to make the following appointments in the Madrasa-i-Azam und[illegible] organization scheme sanctioned in G. O., Educational, Nos. 15, 16, dated [illegible]ry 1890:—

Mr. W. L. Bower, B.A., to be [illegible]master (Rs. 200—300) sub. *pro tem.*, to be confirmed at the end of one year if his administration of the school give entire satisfaction.

Muhammad Azam Sahib, B.A., to be First Assistant on Rs. 175, the maximum pay.

Mr. J. W. Coombes, B. A., L. T., to be Second Assistant on Rs 75—this appointment to have effect from the date of his relief by Muhammad Azam Sahib of the Acting Headmastership.

Moulvi Saiyid Hasan Raza Sahib to be Third Assistant on Rs. 50.

T. Shaik Muhammad Husain Sahib to be Fourth Assistant and sub. *pro. tem.* Third Assistant during the employment of Moulvi Saiyid Hasan Raza on other duty

Muhammad Abdul Hafiz Sahib, B.A., to be Fourth Assistant sub, *pro tem.*, to be confirmed after he has been normally trained or has obtained the L. T. degree.

Mir Tahir Ali Sahib to be Persian Munshi on maximum pay, Rs. 60.

Mr. Bower is requested to take charge at once and to submit proposals immediately after joining for appointments in the other posts, permanent or sub *pro tem.* He should endeavour to fill the vacancies with the best teachers available. —*Pro. No.* 5101 *of 23rd May* 1890.

The Director is pleased to grant Khaja Khan Sahib, B.A., Sub-Assistant Inspector of Muhammadan Schools, privilege leave for one month. He should not avail himself of the leave until all the annual returns have been submitted. The report may lie over until after his return from leave.

Abdul Kalik Sahib, Inspecting Schoolmaster, Madras, will act as Sub-Assistant Inspector of Muhammadan Schools during the absence of Khaja Khan Sahib on leave.—*Pro. No.* 4251 *of 2nd May* 1890.

The Director is pleased to grant Babu B. C. Chatterjea, Sub-Assistant Inspector of Schools, Berhampore Range, privilege leave for 3 months, and to appoint, subject to the approval of the resident, District Board, Vizagapatam, M.R.Ry. M. Venkannah Pantulu, Headmaster, Board High School, Pálkonda, to act as Sub-Assistant Inspector of Schools, Berhampore Range, in the Probationary class, during his absence on leave or until further orders. Chatterjea will avail himself of the leave after the annual returns and reports have been submitted.—*Pro. No.* 4529 *of 10th May* 1890.

The Director is pleased to appoint C. M. Srinivasa Chari, Assistant Master, Board High School, Chittoor, to act as sub *pro tem* Sub-Assistant Inspector of Schools, Cuddalore Range, in the Probationary class, during the employment of M.R.Ry. N. Devasikhamani Mudaliar, on other duty or until further orders.—*Pro. No.* 4196 *of 30th April* 1890.

The Director is pleased to grant M.R.Ry. Ch. Bhagavandu, B.A., Acting Sub-Assistant Inspector of Schools, Ellore Range leave on medical certificate for 15 days, from the 1st to the 15th March last, both days inclusive, and leave without allowances for 45 days in continuation of the above leave.

The Inspector's nomination of K. Sadasiva Rau as Acting Sub-Assistant Inspector of Schools, Ellore, from the afternoon of the 15th March last is approved and sanctioned. Sadasiva Rau will act in the Probationary class.—*Pro. No.* 4800 *of 16th May* 1890.

The Director of Public Instruction is pleased to make the following promotions in the Sub-Assistant Inspectorate:—

M.R.Ry. S. Akshayalinga Mudaliar, B.A., Second-class, to the First-class, *vice* P. Venkataramayya.

M.R.Ry. G. V. Subbarayudu Sastri, B.A., Third-class, to the Second-class, *vice* S. Akshayalinga Mudaliar.

M.R.Ry. T. Janakiramayya, B.A., probationer, to the Third-class, *vice* G. V. Subbarayudu Sastri.

The above appointments to take effect from the date of P. Venkataramayya's appointment as Assistant Inspector, First Division.

M.R.Ry. G. Lakshminarayana Pantulu (Vinukonda), Second-class, to act in the First-class, during the absence on leave of M.R.Ry. D. S. Krishnaswami Aiyar.

M.R.Ry. S. Selvanayagam (Girls' Fifth Range), Third-class, to act in the Second-class, *vice* G. Lakshminarayana Pantulu.

M.R.Ry. H. Swami Rau (Kurnool), probationer, to act in the Third-class, *vice* S. Selvanayagam.

The above acting appointments to take effect from the 26th March 1890.

Miss Sarah Govindu Rajulu (Girls' Second Range), Second-class, to act in the First-class, during the employment of N. Devasikhamani Mudaliar on other duty.

M.R.Ry. G. S. Seshayya (Ramnad), Third-class, to act in the Second-class, *vice* Miss S. Govindu Rajulu.

Muhammad Khan (Sub-Assistant Inspector of Muhammadan Schools, Western Circle), probationer, to act in the Third-class, *vice* G. S. Seshayya.

The above promotions to take effect from the 22nd March 1890.

M.R.Ry. B. B. Charan Chatterjia (Berhampore), Second-class, to act in the First-class, during the employment of S. Akshayalinga Mudaliar on other duty.

M.R.Ry. J. Vittal Pant (Hospet), Third-class, to act in the Second-class, *vice* B. B. Charan Chatterjia.

Khajah Khan Sahib (Muhammadan Sub-Assistant, Central Circle), probationer, to act in the Third-class, *vice* J. Vittal Pant.

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The above promotions to take effect from the date on which Mr. L. C. Williams avails himself of the privilege leave granted to him.—*Pro. No.* 5121 *of 23rd May* 1890.

The Director is pleased to make the following appointments :—

M.R.Ry. K. R. Duraiswami Ayar, B.A., Third Assistant, Calicut College, to be Fifth Assistant Lecturer, Kumbakonam College, *vice* M.R.Ry. Visvanatha Sastri who has left the department, but to continue to act as Third Assistant Lecturer.

M.R.Ry. C. R. Krishna Aiyar, B.A., Assistant in Vernacular, College of Engineering, to be Third Assistant, Calicut College, *vice* K. R. Duraiswami Aiyar, but to continue to act as Second Assistant.

M.R.Ry. T. Rangaswami Aiyangar, B.A., to be Assistant in Vernacular, College of Engineering, but to continue to act as Assistant, Presidency College.—*Pro. No.* 5775 *of 7th June* 1890.

The Director is pleased to grant, under Article 371 of the Civil Service Regulations, M.R.Ry. P. Rangaswami Aiyangar, Sub-Assistant Inspector of Schools, Perambalur Range, furlough for one year, with effect from the date of his relief, and to appoint M. R. Ry. T. R. Srinivasa Aiyar, B.A., Second Assistant, Mangalore College, and Acting Sub-Assistant Inspector of Schools, to act as Sub-Assistant Inspector of Schools, Perambalur Range, during the absence on furlough of Rangaswami Aiyangar or until further orders, and in the Second class, *vice* P. S. A. Sundaram Aiyar on leave.

T. R. Srinivasa Aiyar will relieve P. Rangaswami Aiyangar after the expiry of the privilege leave granted to M.R.Ry. T. Ramalingam Pillay, Sub-Assistant Inspector of Girls' Schools, Third Range.—*Pro. No.* 8-O *of 4th June* 1890.

The Director is pleased to appoint, subject to the approval of the President, District Board, North Arcot, S. Swaminadha Aiyar, Headmaster, Board Middle School, Arcot, to act as Sub-Assistant Inspector of Schools, Cuddapah Range, in the Probationary class, sub *pro tem.*, *vice* M.R.Ry. G. S. Abboy Nayudu transferred. To join as early as practicable.—*Pro. No.* 5463 *of 2nd June* 1890.

In the circumstances stated by the President, District Board, Vizagapatam, the Director resolves to appoint, subject to the approval of the Chairman, Municipal Council, Bimlipatam, P. Appalanarasiah, Headmaster, Municipal High School, Bimlipatam, to act as Sub-Assistant Inspector of Schools, Berhampore Range, in the second class, during the absence on leave of B. C. Chatterjea or until further orders.

This cancels the appointment of M. Venkannah Pantulu made in Proceedings No. 4529, dated 10th May last.—*Pro. No.* 35-O *of 9th June* 1890.

The Director is pleased to appoint Miss Alice Harris, Headmistress, Government Girls' School, Vellore, to act as Sub-Assistant Inspectress of Girls' Schools, Second Range, in the First class, during the employment of Miss Govindarajalu on other duty or until further orders. Miss Harris will be appointed sub *pro tem.*, to the Third class when a vacancy occurs, which she can occupy without inconvenience to the department.—*Pro. No.* 5197 *of 26th May* 1890.

The Director resolves to make the following appointments in the Teachers' College, with reference to its recent re-organization.

M. R. Ry. K. Subrahmanya Aiyar, B.A., Instructor in Commercial Correspondence, &c., to be Fourth Assistant on Rs 100—150.

M. R. Ry. V. R. Venkatarama Aiyar, B.A., L.T., Fourth Assistant, to be Fifth Assistant, to take effect from 1st April 1880.—*Pro. No.* 4496 *of 8th May* 1890.

List of Subscriptions received by the Superintendent, L. A. Press, Madras, on account of the "Journal of Education," from 29th May to 27th June 1890.

		RS.	A.
E. Marsden, Esq., Bangalore ...	From July to September 1889 ...	1	12
T. Gopalier, Tanjore ...	Balance for 1889 ..	0	8
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Mrs. K. Berlie, Egmore	For 1890...	4	8
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Secretary, Cuddalore College, Cuddalore	do. ...	4	8
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Principal, Caldwell College, Tuticorin (by H. Malim, Esq.)	do. ...	5	8
S. A. Soondrum Aiyar, Sub. Asst. Inspector of Schools, Tinnevelly Range, Sivakasi	do. ...	4	8
T. Ramaswami Aiyangar, Negapatam	do. ...	4	8
Head Master, Local Fund Middle School, Chowghat	do. ...	4	8
Rev. L. B. Wolff, Guntoor	do. ...	4	8
Rector, St. Xavier's College, Calcutta	do. ...	4	8
Do do do	(for June 1890)...	0	8
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E. Winckler, Esq., Calicut	do. ...	4	8
Head Mistress, Local Fund Female Normal School, Tellichery ...	do. ...	4	8
Manager, St Francis Xavier's High School, Tuticorin	do. ...	4	8
President, Taluk Board, Negapatam on account of Head Master L. F. High School, Tiruvalur ...	do. ...	4	8
A. G. Thumbinayagam Pillay, Trevandrum	do. ...	4	8
Chairman, Municipal Council, Masulipatam	do. ...	4	8
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G. V. Subbarayudu, Vizagapatam	do. ...	4	8
President Taluk Board, Tanjore	do. ...	4	8
Principal, St. Peter's College, Tanjore	do. ...	4	8
A. Thompson, Esq., Nagercoil ...	(February 1890 to January 1891) ...	4	8
V. Advaiti Brahma Sastri, Triplicane	(June to November 1890) ...	2	8
President, Taluk Board, Udipi and Koondapur	(April 1890 to March 1891) ...	4	8
Headmaster, Local Fund Middle School, Udipi	(do) ...	4	8
Head Master, Local Fund Middle School, Karkal,	April 1890 to March 1891...	4	8
President, Taluk Board, Maunargudi	June 1890 to May 1891...	4	8
Head Master, Hindu Normal School, Cannanore,	April 1890 to March 1891...	4	8
Head Master, Board Normal School, Chingleput	do. ...	4	8
A Gentleman	For June 1890...	0	8
Inspector of Schools, Southern Division, Gulburga,	April 1890 to March 1891.	4	8
B. Runga Aiyangar, Bangalore	June 1890 to May 1891...	4	8
Principal, Native College, Berhampore ...	April 1890 to March 1891...	4	8
Head Master, Board High School, Kotagiri (in part)	January to December 1890.	2	4
Head Master, Remount Depôt School, Matigeri,	June 1890 to May 1891...	4	8
Chief Secretary to Govt., Financial Dept., Madras, on account of Head Master, High School, Merkara and Deputy Inspector of School, Mercara ...	(May 1890 to April 1891)...	9	0
Miss A. J. Askwith, Palamcottah	(June 1890 to May 1891)...	4	8
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Head Master, Central School, Mercara	(January to June 1890) ..	2	8
P. Suvisashamuthoo Nadar, Head Master, C.M.S. Middle School, Sashiapuram	July to December 1890 ...	2	8
Head Master, C.M.S. Middle School, Sankaranainarkovil,	April to Septr. 1890...	2	8
Head Master, Board High School, Lalgudi ...	July 1890 to June 1891 ...	4	8
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	Total Rs....	289	14¼